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ABSTRACT

A three-year project was undertaken to establish the New York City Regional Center for Life-Long Learning, a model clearinghouse to provide adults in the New York City region with current information about continuing educational and postsecondary career training opportunities in the five boroughs. To date, the center has served over 21,500 adults representing a wide range of educational backgrounds and career aspirations. In responding to the information needs of New Yorkers, several approaches were utilized including (1) the publication and dissemination of the "Directory of Continuing Education Opportunities," (2) a telephone and mail information and referral service to provide immediate response to an informational need, (3) outreach publicity to attract individuals to the center's services, (4) a volunteer program to provide volunteers with experiences in the provision of informational and referral services, (5) counseling service to provide guidance to clients, and (6) a resource center for information depositing and dissemination. Evaluations of the project were ongoing and included both internal and external assessments. (An evaluation section covers in some detail the findings and recommendations from several evaluation efforts. The appendix includes the procedures used in publishing the directory, evaluation questionnaires, publicity materials, and forms used for an inventory of postsecondary continuing education.) (EM)

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ED147489

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# NEW YORK CITY REGIONAL CENTER FOR LIFE-LONG LEARNING

FINAL REPORT

1977

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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# ACKNOWLEDGEMENTS

This final report will document some of the four years and highlight the development and experiences of the New York City Regional Center for Life-Long Learning from 1972-1977. I want to take this opportunity to thank the members of the Regents Regional Coordinating Council for Postsecondary Education in New York City, The Inventory Task Force, The Regional Center Task Force, the host colleges: Pace University and the City University of New York through its Office of Admission Services, volunteers provided through the Mayor's Voluntary Action Center of New York, The Computer-Based Educational Opportunity Center (CBEOC), Student Interns, and staff members whose hard work made the New York City Regional Center for Life-Long Learning a reality.

While the responsibility for the content of this report rests with the current Director, I especially want to thank Judyth S. Sibalis for editorial contributions in publishing Continuing Education Opportunities for Adults in New York City, Fall 1976, Dr. Rudi Boone and Mildred Davison for editorial and critical review of this report, James Carroll for his research contributions as an intern, and Jacquelin Carroll, Elease Gant, and Vicki Jackson of the Word Processing Center, City University of New York for typing this final report.

Walter E. Varner
Director

## INTRODUCTION

The New York City Regional Center for Life-Long Learning was established in 1974 as a clearinghouse on continuing education courses and programs in postsecondary institutions in the City of New York. It was developed as an outgrowth of the Regents Regional Coordinating Council for Postsecondary Education and one of its Task Forces, and designed to provide adults in the New York City region with accurate and current information about continuing educational and career training opportunities in the five boroughs. There are many adults who are desirous of continuing their education but do not know how to locate the appropriate educational service for their needs and interests.

Since 1974, the Center has served over 21,500 adults representing a wide range of educational backgrounds and career aspirations.

Activities of the Center were designed to respond to the information needs of New Yorkers and utilized several approaches. These approaches included: the publication and wide dissemination of the Directory of Continuing Education Opportunities, a Telephone and Mail Information and Referral, which provide immediate response to an information need; Outreach, using the public service media and other channels to attract individuals to the service of the Center; a volunteer program, to provide volunteers and student interns with experiences in the provision of informational and referral services; counseling, which provided clients educational, vocational, and career information, guidance, and referral; and a resource center for information depositing and dissemination. The Center further provided an opportunity for a consortium of postsecondary institutions, both public and private, to engage in a cooperative effort in the area of adult and continuing education. Evaluations of the project were ongoing and included both internally and externally assessments.

In 1974, with the onset of services to the public via telephone and mail as well as the publication of the Directory of Continuing Education Opportunities in New York City, the Center became a model for replication throughout the country.

Today, adults have more educational options than ever before, and while access to the learning activities in colleges and universities, proprietary school, private schools, and training programs has improved, barriers still exist. Many current and potential adult learners find it difficult to make serious career decisions. Choice of an appropriate career decision depends largely on the quality of the information and guidance one receives. This was the main problem the Center has addressed over the years. The Center, its Task Force and supporting institutions have all been guided by the concept that learners need complete, accurate and current information if they are to successfully pursue their interests and address their needs.

## The Establishment of a New York City Regional Center for Life Long Learning

In September of 1971, the Board of Regents of the State of New York designated the five boroughs of the City of New York as a pilot planning region for higher education, and appointed an 18 member Regents Advisory Council, which included seven chief executives of public institutions, nine presidents of private institutions, and two "public at large" representatives. The Council accepted as its charge a survey and report on the human, fiscal and physical resources of higher education institutions in New York City, as well as a delineation of specific regional problems, especially in the area of admissions, counseling and guidance, data collection, facilities, finances, and programs and research. This report was to be submitted to the Board of Regents in June 1972. The Council planned to include in it recommended mechanisms and structures which would lead to a greater sharing of institutional resources.

To accomplish these objectives, the Regents Advisory Council appointed five Task Forces in November of 1971: The Full Utilization of Resources; Libraries and Major Facilities; Professional Programs; Graduate Programs; and Cooperative Programs for the Disadvantaged. Task Force members were selected by a subcommittee of the Regents Advisory Council from nominations submitted by the chief executive officers of all institutions of higher education in the New York City region. These Task Forces met frequently from December to March to formulate findings and recommendations for presentation to the Council.

Of particular significance to this project was the work of the Task Force on Cooperative Programs for the Disadvantaged, whose report highlighted specific problems and recommended action regarding guidance and counseling, financial aid, and alternative approaches to remediation and other academic programs for the disadvantaged. They noted that this student requires special consideration because:

> (1) He does not come directly from high school, or may not have completed high school; (2) he may find it more difficult to adjust to the rhythm of college work; (3) he may have financial commitments often greater than those of younger students; and (4) he may require a more flexible academic program specifically adapted to the needs of part-time education, permitting him to combine work and study.

The Task Force members were aware of the Federal, State and Local services for the adult disadvantaged student available at his own institutions, but recognized the need to know what additional postsecondary educational services were offered within the total community.

In its June 9, 1972 report to the Board of Regents of the State of New York, the Regents Advisory Council specifically recommended the development of a New York City Regional Center for Life-Long Learning. The proposal for the founding of the Center was consistent with the concept of full utilization of potential resources as espoused by the Board of Regents and the Association of Colleges and Universities of the State of New York (ACUSNY). The Center would draw upon the full resources of higher education institutions, cultural institutions such as museums, libraries, and galleries, proprietary schools, and institutes within business and industry to assist in (1) improving educational opportunities and services; (2) providing greater program effectiveness and long-range economies; and (3) developing new programs and institutional arrangements.

This Center would become (1) a clearinghouse for the collection and dissemination of information about the availability of postsecondary educational opportunities; (2) a guidance, counseling and referral center; (3) a catalyst for the development of cooperative programs to meet regional needs; and (4) a contractor for specific programs and services under State and Federal grants.

This project would be executed in two phases: Phase I, the inventory of existing postsecondary programs of Continuing Education in collegiate and non-collegiate institutions, required approximately one year - July, 1972 to June, 1973. Phase II, the development of a counseling, guidance and referral system, required approximately 18 months - January, 1973 to June, 1974.

In June 1972, a funding proposal was submitted to the State Education Department for a grant of federal funds under Title I of the Higher Education Act.

The proposal for the development of a New York City Regional Center for Life-Long Learning was consistent with a concept of regional cooperation. Such cooperative efforts would lead to the full utilization of all collegiate and non-collegiate resources available in New York City to provide opportunities for life-long learning to every resident desiring it. The term "life-long learning" is a rubric which describes all collegiate and non-collegiate "education" beyond high school.

Certain assumptions underlay the objectives and goals of that proposal. The first was that there will be an ever-increasing need for responsive postsecondary educational programs to (1) meet the need for special skills required by a rapidly changing technology, (2) meet the need for retraining or upgrading of skills for those seeking career change and (3) meet the needs of those people with greater amount of leisure time, or who have retired and are seeking to make their lives more meaningful through cultural enrichment. A second assumption was that there was a need for a comprehensive inventory of postsecondary programs and facilities in order to provide competent assistance in individual, institutional and regional planning. A further assumption was that cooperative institutional and regional planning will result in improved educational opportunities and services, greater program effectiveness and long range economies. The Center was designed to be: (1) a regional clearinghouse for information about all life-long learning opportunities in New York City, (2) a guidance, counseling and referral center for adults desiring specific information about programs, (3) a catalyst for the development of cooperative programs to meet regional needs. (4) a contractor for specific programs and services under State and Federal grants, (5) an evaluator of the success of long-range plans and progrms developed under the Center's aegis, and (6) a coordinatory of inter-regional programs and such intra-regional programs as the University Without Walls, Empire State College, and the External Degree.

There were three phases of that proposal. The first was an inventory of life-long learning programs and facilities at chartered higher educational institutions, unchartered proprietary institutions, cultural institutions - museums and galleries - and industrial and commercial institutions and centers, excluding programs for the traditional full-time matriculated degree students. The second phase was to develop a counseling, guidance and referral system and to prepare a comprehensive Master Plan for post-secondary continuing education in the New York City region. The last phase was the development of a systematic means of supporting and evaluating programs.

## The First Year - 1974-75

On January 4, 1974, the New York City Regional Center for Life-Long Learning opened at Pace University. The Center's objectives were:

1. To serve twenty thousand adults, directly or indirectly, in seeking postsecondary continuing education Opportunities
2. To prepare lesson plans for workshops on existing continuing education opportunities for use by educators throughout the City.
3. To prepare a revised manuscript for an improved edition of the Directory of Continuing Education Opportunities for Adults.
4. To provide the Office of Postsecondary Continuing Education of the New York State Education Department with pertinent information on postsecondary continuing education in New York City for use in the preparation of the Regents 1976 Master Plan for Postsecondary Education in New York State.

The Center's goals were:

1. To be a catalyst for the development of consortium programs to meet regional needs.
2. To plan for an improvement in guidance, counseling, and referral services available to adults in New York City.
3. To be a contractor of specific programs and services under state and federal grants.

By December 1974, 5,296 persons had requested information from the Center through the telephone information number or through a mail box number established for correspondence with clients. The Center's inventory of postsecondary educational sources was expanded to include the categories of providers enumerated by the Bureau of Postsecondary

Continuing Education of the New York State Education Department, namely, education offerings of degree-granting postsecondary institutions, proprietary organizations, business, industry, labor, and governmental agencies. The procedures for collection, collation, and dissemination of data were continually revised and improved in an effort to maximize service. The central card file of agencies was updated to include more than 15,000 programs and courses by over 400 providers in the New York City area. While the general data contained in these files proved satisfactory to clients seeking information on courses and programs, it was now apparent that a great many potential learners required additional resources, particularly in counseling and the world of work.

During the year 21% of the callers to The Center had questions or concerns that could not be dealt with in a brief telephone conversation. Many of these individuals were not a part of an institutional population, and neither counseling nor advisement services were available to them. The Center viewed the inability to adequately serve this population as a key problem to address.

## The Second Year - July 1, 1975 - June 30, 1976

The Center continued to refine its services during its second year of operation. In recognition of the fact that many New Yorkers could not readily avail themselves of postsecondary continuing education without detailed advisement on existing options, The Regional Center Task Force sought to expand the original purpose of The Center to include a counseling component:

> In 1975, The Center will seek to provide
> an academic advisement service
> for all adult residents of New York City,
> whereby a potential adult learner may receive
> individualized counseling as to the academic
> options available to him.

When fiscal support for this expansion was not realized from Title I, H.E.A. 1965 money nor from the Fund for the Improvement of Postsecondary Education, The Center restricted its activities to information collecting and dissemination.

By December 1975, a total of 14,737 New Yorkers had requested information on postsecondary educational opportunties in the region. Approximately 21.4 percent of these clients indicated a need for detailed academic advisement. At that time, adult students desiring such assistance were restricted almost entirely to the services of the individual institution. With more than 300 postsecondary institutions in New York City alone no counselor affiliated with a given institution could be expected to provide the type of broad - based information which is so critical to the adult learner in search of academic alternatives.

The Center was cognizant of the number of creditable counseling agencies in existence in New York City which provided, for an adusted fee, general career counseling. Since these agencies were not well known to the general public, it was felt that the role of "broker" between these services and the uninformed public would meet a critical need.

The prime objective of providing immediate help over the telephone was met over the year primarily with a detailed resource file consisting of over 21,400 file cards on which detailed data on each program and each course was typed. These included not only educational institutions offerings, but also community and cultural organization offerings.

Mail requests for information were increasing. The box number was promoted by the Community Council of Greater New York and Consolidated Edison. Cue Magazine, which publishes an adult education issue three times a year, also listed the Center. This exposure resulted in approximately 1000 mail requests.

Contacts were established with a number of outside agencies in the field of postsecondary continuing education. A series of seminars for all three public library systems (Manhattan, Brooklyn, and Queens) were conducted by the Director to inform librarians in the City of the activities of The Center as they relate to the adult independent learner. More than 200 librarians received instruction over a three-month period.

During this period 500 copies of the Center's directory were sold to interested agencies and individuals, making a total of 1500 that were distributed throughout the City.

The Center also began to advertise its services in the major media newspapers such as the Daily News, the Post, and in El Diario.

In December 1974, subway posters were placed in one - fourth of the cars in the system and resulted in more than 7000 client requests. In addition to these outreach measures, a 30 second public service television announcement was sent to six television stations (WPIX-TV, WOR-TV, WNEW-TV, WNBC-TV, WCBS-TV) for showing. Radio public Service announcements were used intermittently throughout the period.

## The Third and Final Year

July 1, 1976 - June 30, 1977

By the beginning of the FY1976-77 the major objective established in 1975 was modified, and the Task Force sought to include a counseling component in the operations of the Center. Due to the recent history of limited resources, the 1975 problem statement was revised as follows:

> In 1976-77, the Center will seek to provide a telephone referral service for clients in need of detailed educational counseling.

This last and final definition of the key problem area to be addressed was largely the result of direct contact with the potential adult student since the inception of the information referral service in January 1974. A final set of short-range objectives were defined as follows:

1. To serve those individuals who indicate an interest in pursuing their education, but who are generally uninformed as to the opportunities provided by continuing education;
2. To act as a broker between potential adult learners and existing counseling services in the New York City area;
3. To serve at least 10,000 adults annually (outside funding for outreach efforts permitting) through the telephone and mail service;
4. To obtain more precise feedback from clients who have been served by the Center;
5. To formalize the program for recruitment, training, and utilization of volunteer manpower;
6. To recruit volunteers equivalent to four full-time employees;
7. To establish a formal program for outreach which, on a limited budget, will increase the number of clients as well as the awareness of the general public; and
8. To unite the various processes of collection, collation, and dissemination of information under the auspices of a resource center.

Long-range goals for the operation of the Center included the following:

1. To ease the barriers of access for all potential adult students in the region, in accordance with the stated goals of the 1974 Regents Progress Reports;
2. To contract for specific programs and service under state and federal programs, and foundation grants;
3. To establish an "educational hotline" on a permanent basis in New York City, in conjunction with a major communication medium such as the New York Telephone; and
4. To encourage the development of additional counseling resources for the adult student.

The activities of the Center would encompass five phases of operation: a referral service for educational counseling, a telephone and mail service, an outreach program, a volunteer program and a resource center.

The referral service for educational counseling would address three of the short range objectives of the Center:

1. To serve those individuals who indicate an interest in pursuing their education, but who are generally uninformed as to the opportunities provided by continuing education;
2. To act as a broker between potential adult students and existing counseling services in New York City Area; and
3. To encourage the development of an additional counseling resource for the adult student.

Several notable counseling services were identified by the Center. These include counseling agencies accredited by the International Association of Counseling Services; the "Learn Your Way" project operated by the three public library systems of New York City, the Computer-Based Educational Opportunity Center; and the Citywide Evening Guidance Centers of the New York City Board of Education.

Those agencies accredited by the International Association of Counseling Services which operate in the City of New York include: B'nai Brith Career Counseling Service; Drake-Beam and Associates, Inc.; Guidance Center; and YMCA Counseling and Testing Service. Generally, these services possess the following characteristics: (1) a majority of their clientele are adults, with an increasing number aged 35 or over; (2) complete libraries are maintained in the area of educational and occupational orientation; (3) fees range from no charge to $300, based upon the services rendered; and (4) no personal counseling is provided.

The three public library systems of New York City: New York, Brooklyn, and Queens Borough recently initiated an Adult Independent Learner Project Entitled "Learn Your Way." At the 12 citywide locations of this innovative program, specially trained librarians will assist adults on an individual basis to formulate educational and vocational plans.

Operated under the auspices of the City University of New York through the Office of Admission Services, the Computer-Based Educational Opportunity Center (CBEOC) was established in August 1974 to assist low-income residents aged 16 years and over with their educational pursuits. This service has made available personal counselors at five locations in Manhattan, Brooklyn, and the Bronx. Portable computer terminals which carry extensive information on postsecondary educational offerings, career options, financial aid, and day care are available for counselor and client use.

The target population for the referral service reached the Center through the telephone and mail operation which queried clients on specific areas of interest. Once identified, those individuals who demonstrated little or no awareness of continuing education opportunities were referred to an educational resource or a counseling service. After the counseling unit was initiated in the Center the client could avail himself of the service. If the client needed personal counseling, he was referred to a counseling resource. The telephone remained the immediate linkage for adult clients desiring to locate appropriate providers of continuing education. It was envisioned that an "educational hot-line" on a permanent basis with a major communication medium could be realized. However, a check with the New York Telephone Company indicated that a 999 exchange was not feasible because of two restrictions: (1) the exchange is for non-interactive messages with clients. In this medium only taped messages are used, and (2) the monthly volume of calls must be 250,000 or there would be a stiff penalty. The telephone information and mail referral provided information to 21,548 individuals through June 30, 1976. During FY1976-77 more than 5,800 requests were recorded.

The Center's policy of ongoing self-evaluation by means of periodic "user surveys" was continued. A client survey provided data on the users, their reasons for continuing their education, their reaction to the services rendered, and their suggestions for improving the service. The results of this sampling are detailed in the Evaluation section of this report.

The Center maintained its files on continuing education programs and courses offered by more than 500 providers in the New York City area. This information was updated three times a year and used extensively by the telephone, mail, and counseling unit. It was proposed that the Center's files be computerized during this funding period. However, to avoid duplicating the activities of the Computer-Based Educational Opportunity Center which provides computer-assisted counseling, the information in the data file of the Center was placed on their computer and The CBEOC was consulted when the need arose for a computer search.

The Center received from its providers catalogues and other institutional information. This information was to be housed in a resource room. Space was a limitation on this activity. The holdings of the Center were made available to clients who used the service. Directories, occupational guides, tract materials, catalogues and other reference books were kept up to date and information from them was often xeroxed and mailed to the clients.

The 1976 Directory contained listings of 336 postsecondary institutions in the City. This directory was made available to every public library in the city, several reference sources, state prison systems, personnel departments, guidance and counseling agencies and social service agencies. For many of the smaller institutions without large advertising budgets, The Center served as an advertising conduit. Other institutions not listed in the Directory benefited as well. Requests for copies of the directory far exceeded the supply. Appendixed to this report is an extensive list of agencies which requested the directory. The Center also compiled and disseminated information sheets on weekend colleges, on colleges that offered credit for life experience, and information on how to select a continuing education course with an attached subject listing.

The Center recognized the need to continually advertise the services of the Center. Brochures, posters, fact sheets and special information sheets were designed and produced to provide general information on what the project was, the kind of information and assistance the Center could provide, and how one might avail himself of the service. Unions, banks, and hospitals with education and training departments were contacted and requested to include information about the Center in any of their publications. The Center also provided information tables at job fairs. News releases and public service announcements were also prepared and disseminated to the media. The Project Director taped a thirty-minute Radio Program on WHEN Focus on Education program.

One full-time volunteer was recruited to begin the counseling unit. Limitation of space prevented further utilization of volunteer manpower.

The success of the Center can be attributed in great part to the meeting of information need of adults and the multitude of opportunities available in New York City for education or training beyond high school. The Center assessed these opportunities, categorized them, and made the information about these resources available in a usable form. The directory, with an almost all inclusive listing of options and alternatives, created a groundswell of interest in the Center and its work. This directory met the need so often expressed by adults, guidance counselors, employment counselors, and others for "everything you always wanted to know about educational opportunities, but did not know whom to ask or where to go".

The telephone information referral service had the capability of being an immediate barometer of the education information needs of the City. The daily tallies of information requests was an indicator for planning educational and regional programs. A procedure for dissemination of what was requested needs to be explored. The information dispensed was the most up to date information available in the City or region. Many calls from out of state and abroad indicated that this Center was the place to consult. National attention by the media alert many outside of the services of the Center.

The ever increasing need for academic counseling and vocational counseling in the area of continuing education is well documented in New York State and nationwide. A national study conducted in 1972 by the Commission on Nontraditional Study indicated that 13.2 million adults classified as would be learners found that they possessed little or no information about how and where to pursue their studies. Surveys of Priority II Projects conducted under the Higher Education Act of 1965, Title I, and reported in a feasibility study entitled "Adult Life Long Learning Information Directories for New York State; indicated that a relatively high percentage of adults cited a lack of information as a major barrier to pursuing continuing education. The New York State Regents recognizes the need for community-based educational, vocational and career counseling, referral and information centers and reports in the Regents Statewide Plan For The Development of Postsecondary Education, 1976:

> Informing New Students
>
> "Campus-based advisement centers usually do not meet the needs of this new clientele, who frequently are reluctant to visit such centers. Different methods of delivering educational information are needed and several model approaches are already in operation. These include the statewide Regents External Degree Volunteer Advisor Network, the Adult Independent Learner Program of the public libraries, the Regional Learning Service of Central New York, and the New York City Regional Center for Life Long Learning. All these approaches to off-campus advisement stress the development of a reliable information and referral system and the training of advisors in understanding the adult learner."

The New York City Regional Center for Life-Long Learning was one of the pioneer efforts in the State of New York for Information collection and dissemination on a regional basis. As such, it has served as a prototype for other projects in the state as they attempted to develop their own programs and priorities. The Center, therefore, stands out as a replicable model of information, counseling, and referral service capable of being duplicated in other states or regions.

## The Directory

From July to October 1973, the Inventory Task Force and the staff of the Center inventoried all accredited postsecondary educational institutions in the New York City region. The information gathered was placed in a card file and became the basic resource of the Center. The purpose was to ascertain the status and the extent of continuing education resources in the region. From this inventory, information on existing postsecondary educational opportunities was assembled in three sections: (1) general information, (2) listing of continuing education programs, and (3) listing of continuing education courses. Approximately 220 out of 337 postsecondary institutions responded to the inventory document. This inventory became the basis for the Directory of Continuing Education Opportunities in New York City which was published by the Center in February 1974. This directory covered the academic year 1973-74 and was intended to aid guidance counselors and workers in community agencies. During the initial inventory, information was also gathered on the nature and scope of institutions' efforts in continuing education. This information was not included in the directory due to the limited financial resources. Complimentary copies of the directory were mailed to all postsecondary institutions which completed the initial inventory document. The Center sold over 500 copies to outside agencies and individuals, and distributed additional copies so that approximately 1500 copies of the Directory were in use throughout the City.

In the fall of 1976, the Center, as an integral part of its dissemination efforts published and distributed 1200 copies of its 2nd directory, CONTINUING EDUCATION OPPORTUNITIES FOR ADULTS IN NEW YORK CITY, Fall 1976 to local educational and counseling institutions and agencies, and selected individuals. The Directory is a comprehensive listing of major public and private institutions licensed by the State of New York and the programs they offer in continuing education for the adult learner.

Recipients of the Directory were asked to complete an evaluation form to provide the Center with feedback on its content, format, applicability and marketability. A total of 82 persons responded to the Center's request by completing the review form. The following report presents the results of this review process and the reviewers' overall reactions to the Directory.

In an attempt to elicit the reviewers' perceptions of the Directory's applicability to their situations the following question was posited on the review form: How applicable to your situation is the information presented in the Directory? The degree of applicability was gauged by providing three possible responses: Highly Applicable, Somewhat Applicable, and Not At All Applicable. The results are summarized below:

DEGREE OF APPLICABILITY

| | No. of Respondents | % of Respondents | No Response |
|---|---|---|---|
| Highly Applicable | 46 | 57.5 | 2 |
| Somewhat Applicable | 30 | 37.5 | |
| Not At All Applicable | 4 | 5.0 | |
| TOTAL | 80 | 100. | 2 |

These figures indicate that over half (57.5%) of the reviewers were highly satisfied with the Directory's applicability to their given situations. Generally, reviewers who scored the Directory as being Somewhat Applicable (37.5%) and Not Applicable At All (5%) tended to suggest in their comments that their agencies were highly specialized in their program and course offerings. Of the 57.5% of those who strongly endorsed the Directory for its applicability a sampling of comments are presented below:

--"Many people come in asking for other programs (other than ours) and at times we have a waiting list and need to refer them to other programs---the Directory's alphabetical index is very useful for quickly locating other schools' offerings..."
--"Useful in planning additional courses..."
--"Explains just what we do..."

Reviewers were also asked to indicate to what extent the content of the Directory met their expectations. The degree to which the Directory met reviewers' expectations was determined by using three categories: Contained Much More than Expected, Contained Exactly What Was Expected, Contained Much Less Than Expected. The results indicated that, by and large, the Directory was seen as meeting the reviewers' expectations (56%), while a lesser percentage (36%) were pleased with the Directory. Supportive comments from these two groups pointed to the Directory's comprehensive scope, amount of detail, and thoroughness. A minority of the reviewers (8%) indicated that the Directory did not meet with their expectations. Some of these reviewers expressed a need for cost and financial aid information, while others suggested that a Boro Index would be helpful. The results are presented in table form below:

### EXPECTATIONS OF DIRECTORY CONTENT

| | No. of Respondents | % of Respondents | No Response |
|---|---|---|---|
| Contained Much More Than Expected | 27 | 36 | 7 |
| Contained Exactly What Was Expected | 42 | 56 | |
| Contained Much Less Than Expected | 6 | 8 | |
| TOTAL | 75 | 100 | 7 |

The review form also asked the reviewers to evaluate two important aspects of the Directory's content--Comprehensiveness (number of topics in terms of being (1) Too Many--Too Broad; (2) Right Number; (3) Too Few--Too Narrow); the other aspect of content--Depth, was also evaluated in terms of amount of detail (1) Too Much; (2) Right Amount; (3) Too Little. The results are illustrated in table form:

### COMPREHENSIVENESS--Number of Topics

| | No.of Respondents | % of Respondents | No Response |
|---|---|---|---|
| Too Many--Too Broad | 3 | 4 | 7 |
| Right Number | 68 | 91 | |
| Too Few--Too Narrow | 4 | 5 | |
| TOTAL | 75 | 100 | 7 |

DEPTH--Amount of Detail

| | No. of Respondents | % of Respondents | No Response |
|---|---|---|---|
| Too Much | 0 | 0 | 11 |
| Right Amount | 57 | 80 | |
| Too Little | 14 | 20 | |
| TOTAL | 71 | 100 | 11 |

As indicated above, the overwhelming percentage of reviewers (91%) indicated that the number of topics covered was appropriate, while 4% responded that the Directory tended to cover too much, and 5% said that it did not cover enough topics. In terms of depth, or the amount of detail provided, the majority of reviewers (80%) said that the Directory was on target, with the remaining (20%) saying that it tended to contain too little.

In conjunction with an assessment of the Directory's content reviewers were asked to suggest topics that should be added or covered in greater detail. The range of responses is reflected in the comments below:

--"Life experience credit; procedures for applying; course selections..."
--"Price and length of courses...also dropout rates for each course..."
--"Eligibility requirements..."
--"The manual is invaluable--but differentiating between accredited schools, free programs is where it's at..."
--"Offerings on neighborhood Manpower programs..."
--"More topics on health education..."
--"Names of directors for each institution..."
--"Requirements for courses; age limitations, if any..."
--"Programs on para-medic education..."
--"Explanation of degrees; certificates, and financial aid..."

In addition to content, an important purpose of the review form was to determine reviewers' perceptions of important aspects of the Directory's presentation in terms of clarity of language, layout (arrangement of text) and page size. In general, the data indicates that the reviewers found the language clear, the layout attractive, and the Directory easy to read and understand in its present form. A little more than half (57.5%) of the respondents rated the Directory as Extremely Clear, while 45.5% said that it was Acceptable. None (0%) of the respondents scored the publication as Extremely Unclear.

In terms of the Directory's layout, a little less than one out of every four respondents (23%) said that it was Extremely Clear, while the overwhelming majority (74%) said it was acceptable, and only 3% registered negative appraisal.

Page size (the Directory is 11 x 14 inches) met with the reviewers' overwhelming approval (97%), 3% scored it as too small and none (0%) of the respondents suggested that the Directory was too large in size. Figures representing reviewers' perceptions of the Directory's presentation are illustrated in table form:

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CLARITY OF LANGUAGE

| | No. of Respondents | % of Respondents | No Response |
|---|---|---|---|
| Extremely Clear | 42 | 57.5 | 9 |
| Acceptable | 31 | 42.5 | |
| Extremely Unclear | 0 | 0 | |
| TOTAL | 73 | 100. | 9 |

---

### LAYOUT--Arrangement of Text

| | No. of Respondents | % of Respondents | No Response |
|---|---|---|---|
| Extremely Attractive | 17 | 23 | 8 |
| Acceptable | 55 | 4 | |
| Extremely Unattractive | 2 | 3 | |
| TOTAL | 74 | 100 | 8 |

### PAGE SIZE

| | No. of Respondents | % of Respondents | No Response |
|---|---|---|---|
| Too Large | 0 | 0 | 13 |
| Right Size | 67 | 97 | |
| Too Small | 2 | 3 | |
| TOTAL | 69 | 100 | 13 |

Suggestions as to what reviewers considered a reasonable charge for the Directory were solicited. A tabulation of reviewers' responses as to the marketable price indicated that the majority (42%) felt that there should be a $1-$2 charge, while 32% suggested between $3-$4, and 19% recommended that the Directory be distributed without charge. A more detailed breakdown of price recommendation is presented below:

### RECOMMENDED SELLING PRICE OF DIRECTORY

| | No. of Respondents | % of Respondents | No Response |
|---|---|---|---|
| No Charge | 10 | 19 | 19 |
| $1-$2 | 22 | 42 | |
| $3-$4 | 17 | 32 | |
| $5-$6 | 2 | 4 | |
| $7-$8 | 1 | 1.5 | |
| $9-$10 | 1 | 1.5 | |
| TOTAL | 53 | 100 | 19 |

When asked to what type of people, organizations, institutions, and agencies reviewers would recommend the directory they identified the following: counselors, librarians, placement specialists, program administrators, personnel managers, unions, community colleges, women's advocates, researchers, graduate students, referral agencies, employment agencies, high school guidance counselors, hospitals, corporations, senior citizens groups, churches, manpower agencies, adult independent learners and human service agencies.

Asked what changes, if any should be made in the Directory before updating, reviewers had a variety of suggestions: larger type, include an accreditation coding, distinguish between public, private, and profit making agencies and schools, application filing dates listed, a Spanish translation of the Directory, abbreviations of programs and/or degrees spelled out in full in a key or glossary, description of courses, using a regional index approach, e.g., Uptown, Downtown, Flushing, etc., introductory notes expanded.

An additional method of ascertaining the reviewers' overall evaluation of the Directory was to ask them to indicate how likely they would be to recommend the purchase of the directory to a colleague. On this question, as with most previous questions on the review form, the results were generally quite favorable, as the following table illustrates:

## WOULD YOU RECOMMEND PURCHASE OF DIRECTORY

| | No. of Respondents | % of Respondents | No Response |
|---|---|---|---|
| Yes | 55 | 76 | 12 |
| No | 12 | 17 | |
| Don't Know | 5 | 7 | |
| TOTAL | 72 | 100 | 12 |

Inspection of the above table reveals that well over three quarters (76%) of the respondents indicated that they would recommend purchase of the Directory to a colleague, while a much smaller percentage (17%) indicated that they would not, and 7% stated they did not know.

The final two questions posed on the review form concerned the issues of how often reviewers felt the Directory should be published and how many weeks before the beginning of the semester or term did they feel the Directory was needed. The table immediately below reflects the responses to the first of these questions:

## HOW OFTEN SHOULD THE DIRECTORY BE PUBLISHED

| | No. of Respondents | % of Respondents | No Response |
|---|---|---|---|
| Fall-Spring | 35 | 49 | 11 |
| Fall-Winter-Spring | 1 | 1.4 | |
| Summer-Fall-Winter-Spring | 9 | 12.6 | |
| Other | 26 | 37 | |
| TOTAL | 71 | 100 | 11 |

A little less than half (49%) of the respondents suggested that the Fall and Spring semesters would be the most timely period for publication, while only 1.4% thought Fall-Winter-Spring publications were warranted. 12.6% of the reviewers felt that the Directory should be published four times a year, and 37% fell into the category of Other. Comments in this last category tended to suggest that an annual publication would be sufficient. Some other recommendations included Fall-Spring-Summer, midterm, bi-annually with an updated supplement, and every two years.

Finally, a trend analysis of responses to the question of how many weeks prior to the beginning of the semester should the Directory be published suggests that reviewers felt that 2 months was minimally sufficient while 6 to 12 weeks more than an adequate period.

## The Telephone and Mail Information and Referral Service

The telephone and mail information referral service provided information to more than 21,548 recorded information seekers. Staffing consisted of a bilingual information specialist and a limited number of part-time and volunteer personnel. New York City residents, as well as residents of Connecticut, New Jersey, and adults throughout the states desiring information on programs, courses, and training offered in the region were able to call a central number for immediate help. The information source was the card file which was updated three times each year; fall, spring, and summer, which described more than 15,000 courses and programs offered annually by more than 500 providers in the New York City area.

The main objective of this aspect of the service was to serve with dispatch those individuals who indicated an interest in pursuing their education, but who were uninformed as to what was available. Throughout the life of the Center, this objective was continually met. Its major advantage was that an individual could call, receive immediate answers to his information needs, and be referred to several sources without an extensive search. This component of the Center also identified a major problem facing many adults when requesting continuing education information. The subject and the place of the offering were not enough. Adults making career decisions need detailed information. This the Center was often able to provide.

The telephone information line was in continuous service from January 1974 to June 30, 1977 except for May and June 1976, when sponsorship became uncertain.

Mail service provided a means for the clients to contact the Center. During the fall of 1976 a brochure was designed to help facilitate mailed requests. It was designed for tracks and information racks. In addition to the information about the Center it provided a tear-off postal card, space for the information need, and space for a phone number, day or evening, if the individual wanted to be called.

Special information abstracts were developed for frequently requested data. Among these were information on weekend colleges, schools that provide credit for life experience, and how to select a continuing education course. Examples of these are included in the appendixes. Information was also disseminated on external degree programs, credit by examination, independent study programs and correspondence schools, adult basic education, university without walls programs, financial aid, high school equivalency, and leisure time activities.

As a part of the data collection of the project, monthly tallies of information requests were recorded. These tallies are appendixed to this report and cover the four years of the project. Table I provides summary data of the requests.

## Table I

### Educational Areas Which Were Mentioned by at Least 5% of Clients Who Contacted the Center During the Service Years 1974-1977

N=21548

| Course/Subject | 1974 | 1975 | 1976 | 1977 | $\bar{X}$% |
|---|---|---|---|---|---|
| Business | 12.29 | 14.46 | 12.73 | 16.47 | 14.05 |
| Health Professions | 10.44 | 6.96 | 6.89 | 7.89 | 7.97 |
| H.S. Equivalency(GED) | 9.89 | 11.16 | 9.66 | 13.22 | 11.01 |
| Counseling (on site)* | N/A | N/A | N/A | 5.39 | N/A |
| Occupational Training | 10.06 | 13.71 | 14.32 | 12.50 | 12.68 |
| Lists of Available Subjects | 12.97 | 19.15 | 12.76 | 12.66 | 15.58 |

*N/A=Not Applicable
The procedure of "on site" counseling was unique to the 1977 year.

The data show that Center users have sustained a mean per cent interest of 61.29 in Business, Health Careers, GED's, Occupational Training Programs, and in availing themselves of listed subjects and courses. Not included in the proceding table are requests for special/other degree programs and the recently available weekend college. Collectively, these programs were requested by 4.65% of center clients.

It is significant that in it's first available year "on site" counselling ranked sixth in interest (5.39%) among the 32 information catagories listed and appendixed to this report.

## Outreach

One of the measures of success of any social program is the number of people it attracts and serves. A concern of the Inventory and Regional Center Task Forces was how to provide sufficient outreach of The Center's services to increase participation by adults in the use of existing continuing education opportunities in New York City. By September 1974, one of the Center's objectives was to prepare lesson plans for workshops on existing continuing education opportunities for distribution to educators throughout the City who would be willing to provide the workshops to the general public. Additionally, over the year, press releases were sent to a wide variety of local media and a poster campaign with information on the Center had been conducted in the public libraries. Advertising in the major media newspapers, the Daily News, the Post, and El Diario, has provided significant exposure.

Subway advertising cards, which were placed in one - fourth of the cars in late December 1974 and remained through February 1975 elicited more than 10,500 requests for information. This effort represented a return of less than one dollar spent for every client reached. Another successful subway poster campaign was conducted from March 1977-May 1977. In January 1975 and in May 1977, Cue Magazine, which publishes an adult education issue three times a year, promoted the mail services through its special issues on adult education. In June 1975 the Center, in conjunction with the New York Manpower Education Institute, wrote and produced "Out of Work! Educational and Training Opportunities." This 30 minute television program provided educational and career information for adults out of work and in need of training opportunities. The program was submitted to several local television stations.

By the final year of the Center, the outreach program had reached fruition. The Task Force and staff were cognizant of the need to conduct continuous outreach activities. Among the activities pursued and continually addressed were:

1. Effective use of public service announcements in all media.
2. Increased utilization of clientele, staff, and Task Force Members for promotional purposes.
3. Preparation of broad promotional materials on continuing education opportunities in the area, including brochures, and radio and television progams, and
4. Increased contact with, and possible membership in local consortia at various levels of education, such as the New York Education and Training Consortium for Minority Business Enterprise which the Center joined in 1975.

Among the activities conducted were:

1. Posters were redesigned for distribution throughout the City.
2. A brochure was designed and disseminated.
3. Unions, hospitals, and banks were contacted and requested to include information about the Center in any of their publications and one sixty second television public service announcement was written, taped and shown over Channel 9, WOR-TV.

## Resource Center

Historically, the Center maintained files on continuing education programs and courses offered by more than 500 providers in the New York City Area. This informattion, which was updated three times a year for use by the telephone and mail information and referral service, was also translatable into directory form. It was also summarized for the reporting needs of the State Education Department's Bureau of Postsecondary Continuing Education. Information received by the Center was filed in individual folders as received, from colleges and universities, trade schools, private and public schools, and cultural institutions. From these files detailed information was provided to the clients who requested more than general information on an institution. An assortment of other materials including occupational guides, career descriptions, catalyst materials, methods of job search, how to write a resume, and self-directed testing materials were available. Many community agencies forwarded brochures to The Center. These were also filed and referred as needed. Special files were maintained on free vocational training conducted under the aegis of YMCA's, Opportunities Industrialization Centers, the New York Education and Training Consortium, SUNY Educational Opportuninty Centers, and other Comprehensive Employment and Training Act Programs (CETA).

## Counseling

In November 1976, the Center began its counseling program staffed by a volunteer, provided through the Mayor's Voluntary Action Center of New York who served as a full-time professional counselor. Two hundred and three individuals received counseling at the Center. Many others received information and referrals by phone. In general, the adults who sought counseling were motivated to seek continuing education opportunities by their awareness of a need for knowledge or skills to solve problems, promote job attainment or advancement, or to enhance their personal development. Table I summarizes the demographic data on the counseling clients. Table II provides data on the results of counseling as recorded on the interview form. A follow-up survey of the clients' reaction to the counseling they received was scheduled for the fall of 1977; however, the Center closed prior to that date. It was hoped that this survey would also provide statistics on whether or not the client actually engaged in education or training. However, client feedback indicated that a great many actually enrolled in recommended programs.

The Counselor provided a range of educational, vocational, career-related information and counseling. The range of counseling responsibilities included:

1. Engaging clients in educational, vocational and career information and referral counseling.
2. Gathering data required for research purposes of the Center.
3. Helping the client explore educational and vocational interests and goals, and training needed to achieve them.

4. Researching information on occupational, career, educational requirements, and career preparatory programs, and communicating this information to the clients.
5. Making referrals to educational institutions and training programs in the five boroughs.
6. Researching information on supportive services such as counseling, testing, child care, and financial aid as required by clients needs, and making referral to such agencies.
7. Assisting the clients in developing a detailed career plan, including specifying long and short range goals, identifying obstacles, and developing strategies for overcoming obstacles.

## TABLE I

## COUNSELING CLIENTS PROFILE: BACKGROUND VARIABLES
## NEW YORK CITY REGIONAL CENTER FOR LIFE LONG LEARNING
## NOVEMBER 1976 - JUNE 1977

| VARIABLE | CATEGORIES | NUMBER | PERCENT |
|---|---|---|---|
| AGE | Under 25 | 65 | 32 |
| | 25 - 30 | 58 | 27 |
| | 31 - 35 | 29 | 14 |
| | 36 - 40 | 17 | 8 |
| | 41 - 65 | 34 | 17 |
| SEX | Male | 87 | 43 |
| | Female | 116 | 57 |
| ETHNIC BACKGROUND | Black | 69 | 34 |
| | Hispanic | 53 | 26 |
| | White | 71 | 35 |
| | Other | 10 | 5 |
| EDUCATIONAL LEVEL | 8th Grade or less | 7 | 3 |
| | 1-3 years of High School | 23 | 11 |
| | High School Graduate/GED | 83 | 41 |
| | 1-3 years of college | 65 | 32 |
| | College Graduate | 20 | 10 |
| | Graduate Degree | | |
| | Master's | 2 | 1 |
| | Ph.D | 2 | 1 |
| | M.D. | 1 | 1 |
| OCCUPATION | Professional/Managerial | 36 | 18 |
| | Clerical/Sales | 86 | 42 |
| | Skilled | 23 | 11 |
| | Semi-Skilled | 18 | 9 |
| | Unskilled | 24 | 12 |
| | Service | 7 | 3 |
| | No work history | 9 | 4 |
| *REASON FOR COUNSELING | Career Guidance | 151 | |
| | Career Change | 21 | |
| | Vocational Training Information | 15 | |
| | Job Search | 29 | |

N-203
*Reasons not equal to N because of overlap in areas

## TABLE II

## RESULTS OF COUNSELING

| | |
|---|---|
| On the Spot Admission (CUNY) | 11 |
| Will return for on the Spot Admission | 16 |
| Filed Transfer Application | 16 |
| Will File Transfer Application | 5 |
| Will return to a CUNY College | 3 |
| Enrolled in Alternate Format Program (CUNY) | 4 |
| Provided Information on Regents External Degree Program, and College Level Examination Program | 4 |
| Information on Colleges that give Credit for Life Experience | 5 |
| Will take Graduate Record Examination/Graduate Management Admissions Test | 3 |
| Provided Aptitude Testing Information | 4 |
| Civil Service Applications and Information | 7 |
| Private Industry Training Program Information | 5 |
| Referred to Empire State College | 3 |
| Referred to SUNY College of Optometry | 6 |
| Referred to Hospital Nursing Schools | 5 |
| Referred to Dean of a College Program | 14 |
| Referred to Dean of a Graduate Program | 6 |
| Referred to Free Vocational Training | 20 |
| Referred to Private Vocational Training | 5 |
| Referred for Aptitude Testing | 2 |
| Referred to English as a Second Language Class | 2 |
| Referred to a Tutorial Program | 7 |
| Referred to a Job Interview | 8 |
| Referred to New York State Employment Service for Job Search | 9 |
| Referred to GED Preparation Program | 9 |

Clients were referred to the Counselor when their information request indicated they needed counseling. Counseling was by appointment. Through a semi-structured interview the counselor attempted to determine the client's needs. The counselor also attempted to establish an open, relaxed and empathetic relationship with the client. A full educational and work history was taken, vocational and educational interests were explored, as well as training required to achieve goals. Interest and preference inventories were used if needed. The U.S. Department of Labor Occupational Outlook Handbook Projection of job opportunities in the field of the client's choice was also consulted. If the client desired free, non-collegiate vocational training, information about training available was provided. This information included Comprehensive Employment Training Act (CETA) funded programs at the New York State Employment Service, Opportunities Industrialization Centers, The YMCA CHOICE Project, The YMCA Bedford-Try Project, New York State Educational Opportunity Center, and the JET Program of Federation Employment and Guidance Service. If the client was ready to make a decision about a training program, a call was made to the Intake Counselor of the particular agency and an appointment was made for the client. If the client's vocational goal required private school or college training, the client was so informed and also where he could receive the training or education. The client was also provided information on all available financial aid, and Basic Educational Opportunity Grant applications were furnished. If the time for registration was close, the Dean of Admissions of the college of the client's choice was called and an immediate interview was arranged.

Other information that was provided in the counseling interview included information on: the Regents External Degree Program, College Level Examination Program (CLEP), Higher Education Advisory Service (HELAS), and colleges that provide credit for life experience.

If the client was eligible, he was told about the U.S. Civil Service PACE and Junior Professional Assistant Exams, date of the next exam, date to file, and given an application. In instances where the client wanted an immediate job, he was helped to prepare a resume, was given names of companies that are hiring, or have training programs for which he might be eligible, and personnel directors were called to arrange a possible interview. If the client was ready for graduate school but could not afford tuition and needed money for living, the chairmen of the department of interest at various universities were called to explore the possibility of a teaching or research assistantship and arrangements for interviews were made. If the client expressed interest in a change of career, motivations and present goals were discussed and all possible avenues for achieving such change were explored. A copy of the counseling interview form is appendixed to this report.

## EVALUATION

Three external evaluations of the Center have been conducted since its inception in January 1974. From April to August 1974, the telephone information service was assessed by graduate students of the Department of Higher and Adult Education of Teachers College, Columbia University (Cain, et.al. 1974) A formal review of the entire operation of the Center was made by State Title I, HEA 1965 staff and consultants on September 11-12, 1975. (Williams, 1975) From January 1976 to October 1976, the telephone intake procedures were assessed by a graduate intern of the City College of New York and the Rutgers University joint program in Adult and Community Education. (Carroll 1977).

## EVALUATION - TEACHERS COLLEGE

In the spring of 1974, three Teachers College graduate students, who were enrolled at that time in a graduate course entitled "Continuing Education in Colleges, Universities and Professional Schools", began an Evaluation of Telephone Information Service of New York City Regional Center for Life Long Learning. This evaluation was completed and reported in September 1974. The purpose of that evaluation was to evaluate the activities of The Center with regard to the telephone information service initiated by the Center in January 1974. The goals were: (1) to describe those who sought assistance from the Center, (2) to determine the range of interests and motivations, and (3) to assess degree of satisfaction with the service. Suggestions from the users on how the service might be improved were also solicited.

Information solicited from the users during their initial telephone contact with the Center provided the basis for the design of a brief survey questionnaire. The questionnaire focused on the following questions:

1. who are the users of the service?
2. what are their reasons for continuing their education?
3. how helpful did they find the service?
4. how can the service be improved?

Questionnaires were mailed to 558 callers who had used the telephone service in January 1974 and from whom complete addresses were available. Usable questionnaires were returned by 221 individuals, or 40 percent of the total sample.

## RESULTS

The survey findings were presented in four sections: (1) statistical profile of users; (2) analysis of user reaction to telephone service; (3) cross-tabular data by user age and ethnic background; and (4) user suggestions for improving the Center's information service. Table I constitutes a statistical portrait of that sample of users.

TABLE I

User Profile: Percentage Distributions for Background Variables
(N=217)

| Variable | Categories | Percent |
|---|---|---|
| Age | 17-29 | 30.8 |
| | 30-49 | 40.7 |
| | 50-78 | 28.5 |
| Sex | Male | 39.6 |
| | Female | 60.4 |
| Ethnic Background | Black | 17.1 |
| | Hispanic | 7.1 |
| | White | 72.5 |
| | Other | 3.3 |
| Educational Level | 8th Grade | 1.4 |
| | 1-3 Yrs. High School | 8.8 |
| | High School Grad. | 23.5 |
| | 1-3 Yrs. College | 22.6 |
| | College Grad. | 18.9 |
| | Graduate Degree | 24.9 |
| Occupation | Prof/Managerial | 33.0 |
| | Clerical/Sales | 20.5 |
| | Service | 7.4 |
| | Skilled/Semi-Skilled | 6.0 |
| | Unskilled | 2.3 |
| | Homemaker | 11.2 |
| | Unemployed | 5.1 |
| | Other | 14.4 |

The socio-economic characteristics of the sample in terms of a composite look at race, educational and occupational level strongly suggest that those seeking assistance were not disadvantaged by any commonly accepted definition of the term. The educational level of the sample is extraordinarily high. Two-thirds of the sample have had some college and the largest or modal group (24.9%) hold graduate degrees: The typical respondent might be characterized as a middle aged white woman who has had some college and is employed as a white collar worker. The fact that a third of the sample were classified as professionals or managers is also astonishing, although totally consonant with the reported high level of educational attainment. Racial/ethnic minorities, not surprisingly, are underrepresented in proportion to their numbers in the total adult population of New York City. Women also outnumber men to a considerable extent, a finding that is not easy to account for given the fact that most studies of participation in adult education report a roughly equal ratio.*

The evaluators believe that the limited and selective nature of the publicity campaign may have been a crucial factor in determining the skewness of the sample. Moreover, mass media publicity has been shown in many studies to be ineffectual in reaching educationally and economically disadvantaged adults. To reach this segment of the population, it is generally necessary to work through grassroots community organizations such as anti-poverty groups and churches.

Table I tends to obscure the fact that older persons are not being reached by the Center. Although 28.5 percent of our sample fall within the age range of 50-78, fewer than 10 percent of users were 60 years of age or older.

## User Learning Interests and Reactions to Telephone Service

The motivations and interests of the users and their satisfaction with the service provided by the Center for Life-Long Learning can be extrapolated from Table 2. Job advancement ("get a better job or advance in present job") appears to be the single most important reason why people seek assistance from the Center concerning post-secondary educational opportunities.* It is noteworthy that while almost one-third of our respondents selected job advancement as their main reason for "taking advantage of adult educational opportunities" only 16.3 percent indicated interest in obtaining formal credentialing, that is, a diploma or degree.** This finding is consistent with the earlier observation regarding the high level of educational attainment of the sample.

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*See, for example, the most recent comprehensive national survey of adult learning interests reported in K. Patricia Cross and John R. Valley, Planning Non-Traditional Programs (San Francisco: Jossey-Bass, 1974).

**About the same percentage nationally who want a diploma, or degree. See Cross and Valley, Non-Traditional Programs, p.36.

## TABLE II

## User Learning Interests and Reactions to Telephone Service

| Variable | Categories | Percent |
|---|---|---|
| Reason for Learning (N=221) | Job Advancement | 30.8 |
| | Lesiure Activity | 8.6 |
| | Diploma/Degree | 16.3 |
| | Learning's Sake | 23.1 |
| | Info. on Specific Course/ Program | 1.4 |
| | Info. for Organization Use | 2.7 |
| | Retirement Related | 1.8 |
| | Other | 15.4 |
| Did You Contact School? (N=219) | Yes | 52.5 |
| | No | 47.5 |
| If "Yes" to above, Did You Enroll? (N=204) | Yes | 29.8 |
| | No | 70.2 |
| Was Information Helpful? (N=204) | Yes | 62.7 |
| | No | 37.3 |
| If Answer is "No", Why Not? (N=83) | Wrong Information | 28.9 |
| | Info. Too General | 20.5 |
| | Did Not Receive Information | 4.8 |
| | Delay | 3.6 |
| | Other | 42.2 |

Although half of the respondents contacted a school "as the result of information provided by the Center," less than a third (29.8) of this group actually enrolled. Whether or not this is a "good batting average" is impossible to say since there is no previous or comparable experience that can serve as a benchmark for comparison.

There appear to be several factors which could have militated against actual enrollment. First, in a significant number of instances the quality of information given to callers left much to be desired. Some callers were referred to institutions that could not meet their needs. Second, callers often had no knowledge of registration dates and such information as admissions requirements, and cost. Even in view of the kinds of problems cited, a majority (62.75) of the respondents characterized the service provided by the Center as helpful. Of those who did not find the information helpful, about half attributed their dissatisfaction to having been given wrong information or information that was too vague or general. These criticisms certainly raise some questions regarding the adequacy and quality of the information provided, as well as the staff's ability to interpret the needs of the callers. However. it is also important to note that a large proportion (42.2%) of dissatisfied respondents did not validly respond to this item ("please tell us why the information you received was not helpful"). The substance of their comments tended to reflect negatively on the post-secondary institutions and not on the service provided by the Center for Life-Long Learning.

## Cross-Tabluations by Age and Ethnic Background

A number of cross-tabulations were run in order that we might examine the relationship of user characteristics such as age, race and occupation to such variables as motivation for enrolling and satisfaction with the Center's services. Only those cross-tabulations found to have statistical and practical significance are presented here. It might be noted that sex was unrelated to any behavior or opinion tapped by the questionnaire. Certain categories were collapsed in the cross-tabular analysis to facilitate interpretation of the data.

Table 3 shows the relationship between age, ethnic background and reasons for pursuing adult educational opportunities.

## TABLE III

### Cross-Tabulations of Reasons for Participation by Age and Ethnic Background

| | Age (N=199) | | | Ethnicity (N=221) | |
|---|---|---|---|---|---|
| Reason for Participation | 18-29 | 30-49 | 50+ | Minority | White |
| Job Advancement | 35.1 | 39.5 | 11.5 | 43.1 | 26.8 |
| Leisure Activity | 3.5 | 2.5 | 21.3 | 1.7 | 11.8 |
| Degree/Diploma | 26.3 | 17.3 | 4.9 | 31.0 | 10.5 |
| Learning's Sake | 21.1 | 16.0 | 34.4 | 6.9 | 29.3 |
| Other | 14.0 | 24.7 | 27.9 | 17.2 | 21.6 |

$X^2=43.4$, $p < .001$ $X^2=2819$, $p < .001$

It is clear from Table 3 that respondents under 50 years of age were more interested in job advancement and credentials, while the 50 and older group were more attracted to post-secondary educational programs for the "sake of learning or for self-improvement" or for reasons related to use of leisure time. This is what we might expect and indeed is consistent with past studies which have examined the relationship of age to reasons for participation in adult education.

When we look at the relationship of ethnic background to reasons for participation, we find that minority-group respondents were more concerned with job advancement and credentialing than were whites. This finding is not unexpected considering the high educational level of our white-dominated sample. Although we did not examine the relationsjip of race to educational and occupational level, it does seem from this table that many of the minority group respondents were *relatively* disadvantaged occupationally and educationally.

Table IV shows the relationship of ethnic background to satisfaction with the Center's information service.

### TABLE IV

Cross-Tabulation of Satisfaction with Service by Ethnic Background
(N=195)

| Was Information Helpful? | Ethnic Background | |
|---|---|---|
| | Minority | White |
| Yes | 77.8 | 58.2 |
| No | 22.2 | 41.8 |

$X^2=5.7$, p. .05

It is certainly interesting that three-fourths of the minority respondents were satisfied with the Center's telephone information service while whites tended to be considerably less satisfied as a group. We would surmise that ethnic differences in satisfaction were due mainly to differences in interests between minorities and whites. It seems probable that the Center was not well equipped to accommodate the large proportion of white users who sought information on more informal (non-credit, non job-related) post-secondary educational opportunities. On the other hand, the Center was apparently better able to meet the demands of minority users for information on vocationally oriented courses and programs and those leading to a high school diploma or college degree. It appears, then, that the Center currently serves two somewhat distinctive populations: those who have not acquired formal educational credentials and who need these credentials for job upgrading, and those who already have educational credentials and satisfactory jobs but who seek to continue their learning for essentially personal growth reasons.

## User Suggestions for Improving the Service

The questionnaire attempted to elicit responses on how the Center might improve its services. About 39 percent responded to this item. Responses seemed to cluster into the categories listed below.

1. Need for professional staff, knowledgeable about occupational information and capable of communicating with and accurately interpreting the needs of the callers.
2. More complete and specific information needed. Respondents felt that such information as closing dates for courses and programs, level of difficulty (beginning, advanced, etc.), and admissions requirements would be helpful.
3. Inquiries should be answered more promptly.
4. The Center should expand its publicity efforts to reach a wider segment of the population.

5. The Center should provide counseling for those who require assistance prior to exploring and utilizing available learning resources.

6. Special services should be provided to veterans and the disabled.

Listed below are selected verbatim comments regarding "how the Center might improve its services".

- "perhaps the schools themselves might get the inquiries and follow-up on the individual."
- "Focus on specific objectives--scope is too broad; else expand resources to cover all objectives".
- "More vocational counseling initially for people who have been out of school many years, and interest and aptitude tests because where aptitudes and interests meet I believe is where the greatest potentials are."
- "You have been most cordial, followed through promptly, and generally conveyed a willingness to be of service".
- "I think this is an excellent service and should be more widely publicized among the young and retirees--Good luck."
- "It would be helpful to have a number of institutions listed from a given area so that the prospective student could select the one best suited to his or her purposes".

## Recommendations of Evaluation Team

Our research identified a number of problem areas, all of which are amenable to corrective action. This section highlights the major problems as we see them and sets forth concrete recommendations for improving the effectiveness of the Center's telephone information service.

| | Problem Area | Recommendation |
|---|---|---|
| 1. | Information too general | Secure more comprehensive and detailed information on continuing education opportunities and develop a more effective format for communicating this information to the public. |
| 2. | Need for personal counseling in addition to informaiton on continuing education opportunities. | Identify personnel in institutions throughout the city willing to provide personal assistance and refer callers on the basis of geography and educational interests and background. |
| 3. | Inability of some operators to respond effectively to telephone requests for assistance. | Institute a training program for operators to familiarize them with the range of needs, and resources available to meet them. |
| 4. | Great majority of users are middle to upper-middle class in terms of education and occupation. Data showed one-fourth have graduate degrees and 72 percent are white. The disadvantaged are not being reached. | Launch a vigorous effort to reach the educationally and economically disadvantaged through appropriate community channels (e.g., ethnic radio stations, contacts with community agencies, etc.) |
| 5. | Those at higher education and occupation levels, and non-minority users, are less satisfied with the Center's services. They are also more interested in vocational and general non-credit continuing education opportunities. | Make a special effort to secure detailed information on vocational and general non-credit continuing education opportunities and package this information in easily retrievable and communicable form. |
| 6. | Fewer than 10 percent of the users are 60 or older. The Center does not seem to be reaching the aged in proportion to their numbers. | Make a greater effort to reach older adults through contacts with appropriate organizations and agencies, such as Senior Citizens Centers. |

The "User Survey Instrument" established with this initial survey became the instrument used throughout the life of the project to (1) determine the motivational effect of the Center upon individual users; (2) the extent to which the Center and its system have assisted individuals in matching interests and needs to educational opportunities; (3) the effect of the Center and its approaches upon individual attitudes towards postsecondary education; and (4) the impact of the Center on the individual institutions.

Since the initial sampling of client reaction to services received, conducted by the evaluation team from Columbia, four other samplings have been conducted.

### Title I, H.E.A. Review

A formal review of the entire operations of the Center was made by the state Title I, H.E.A. 1965 staff and consultants on September 11-12, 1975. This evaluation team reviewed the project in several areas: funding, staffing, organization, operations, use of advisory groups, obtaining information on needs of adults, and measuring the impact of the Center.

It was apparent to that evaluation team that substantial progress had been made toward the stated goals of the project. The team further concluded that the Center clearly demonstrated that a needed service was being provided to the New York City region. It also contended that the major strengths of the project at that time were: (1) the directory of postsecondary continuing educational opportunities; (2) the telephone referral service; (3) the effective involvement of advisory task forces for technical assistance to the project staff; and (4) the cooperation evident from the host institution, Pace University, and from the Regents Regional Coordinating Council for New York City.

The evaluation team made observations, comments and recommendations on each of the areas reviewed. They felt that:

1. The major problem the Center faced was obtaining funding to support activities.
2. Efforts to obtain foundation support have not proven successful. A whole new plan was needed which would incorporate a realistic program of fund raising. The Center had attempted one fund raising effort at that time. This effort was to ask institutions who participated in the inventory for supporting funds. A prospectus to be presented to corporations had also been researched.
3. Other funding sources should be explored.
4. The Center needed staffing to provide efficient and effective services to which it is already committed and to accomplish the Center's expanding goals in counseling referral, data collection and dissemination.
5. The Center should obtain a cadre of useful volunteers from either senior citizens, work-study students or student interns.
6. The Center should consider eventually separating from Pace University and become an independent non-profit organization which would have a better chance of attracting financial support.
7. The Regional Center Task Force should consider becoming incorporated for such an independent agency.
8. Liaison and/or mergers with the New York Education and Training Consortium, The City University of New York efforts, or the libraries should be considered.
9. Greater outreach methods should be explored.
10. Information gathering and dissemination has to be accurate and complete and available prior to the start of each semester.
11. Some effort should be made to develop an organized and vocal constituency for postsecondary continuing education in the region.
12. In addition to the Task Force of the Center, an advisory group made up of non-educators should be created to assist with financing, outreach, public relations, building an organized and vocal constituency, planning, programming and evaluation.

13. Information on the clients needs reinvestigation in order to gain data on the real needs and demands of the target population. This data would be needed for in depth, long-range planning and programming.

14. The Center could serve a useful function by gathering data on the needs of adults. Without the facts on needs, and demands in the New York City region, information exchange and the statewide plan for postsecondary continuing education will be seriously incomplete.

The Center now had two useful sets of recommendations for continuance and improvement of its services. The Task Force and the staff of the Center developed responses to the recommendations contained in these evaluations. Table V illustrates the action taken by the staff of the Center in response to the recommendations of the January 1974, Evaluation of Telephone Information Service of New York City Regional Center for Life-Long Learning, conducted by graduate students at Teachers College, Columbia University.

Table V

## Staff Response to Recommendations of Evaluation Report for January 1974

| | Problem Area | Recommendation | Response |
|---|---|---|---|
| 1. | Information too general. | Secure more comprehensive and detailed information on continuing education opportunities and develop a more effective format for communicating this information to the public. | New card system developed. |
| 2. | Need for personal counseling in addition to information on continuing education opportunities. | Identify personnel in institutions throughout the City willing to provide personal assistance and refer callers on the basis of geography and educational interests and background. | Task Force last year dropped priority on this concern. Staff could start arranging this for Fall 1975. |
| 3. | Inability of some operators to respond effectively to telephone requests for assistance. | Institute a training program for operators to familiarize them with the range of needs and resources available to meet them. | Change in staff hiring policy. Two part-time information specialists and mature clerk/operators hired to replace most of part-time workstudy students. |
| 4. | Great majority of users are middle to upper-middle class in terms of education and occupation. Data showed one-fourth have graduate degrees and 72% are white. The disadvantaged are not being reached. | Launch a vigorous effort to reach the educationally and economically disadvantaged through appropriate community channels (e.g.,ethnic radio stations, contacts with community agencies, etc). | Advertised in Daily News, El Diario, public service announcements on radio (sent to Spanish-speaking stations); Fall 1974 40% of subway cards in in Spanish. |
| 5. | Those at higher education and occupation levels, and non-minority users, are less satisfied with the Center's services. | Make a special effort to secure detailed information on vocational and general non-credit continuing education opportunities, and package this information in easily retrievable and | Card file system was designed to resolve this problem. |

| | | | |
|---|---|---|---|
| | They are also more interested in vocational and general non-credit continuing education opportunities. | communicable form. | |
| 6. | Fewer than 10% of the users are 60 or older. The Center does not seem to be reaching the aged in proportion to their numbers. | Make a greater effort to reach older adults through contacts with appropriate organizations and agencies, such as Senior Citizens Centers. | Community Council of Greater New York has designated The Center as clearinghouse for information on college programs for the elderly. This fact will be publicized in a forthcoming directory for the aged. (Initial press run will be 150,000 copies). |

Table 6 indicates the Center's responses to the observations, comments and recommendations of the H.E.A. Title I visitation of the Center in September 1975.

## Table VI

## STAFF RESPONSES TO EVALUATION OF SEPTEMBER 1975

| | Problem Area | Recommendation | Responses |
|---|---|---|---|
| 1. | Funding | Seek funds from other sources | Prepared 5-year plan; identified sources; now soliciting. |
| 2. | Staffing | Volunteers | Developing formal volunteer program. |
| 3. | Organization | Lay Advisory Committee; Separate From Pace University. | Decision pending; Relationship to remain as it is; Papers being prepared; |
| | | Incorporate the Regional Center; Conference on Role of Center. | Decision pending |
| 4. | Operations | Adequate information; Adequate dissemination; Prepare graphic table; Extend rapprochement with business/industry and labor unions. | Create Resource Center; Prepare Outreach Plan; Preparing table; Liaison with A.S.T.D. |
| 5. | Use of Advisory Groups | Get to high level educational executives | Prepare in Outreach Plan; |
| | | Face-to-face input with non-educational groups; | Prepare in Outreach Plan; |
| | | Lay advisory committee; | Decision pending; |
| | | Confrontation/Exchange with clients | In-depth interviews with clients in 1976-77. |

Table VI

| | Problem Area | Recommendations | Responses |
|---|---|---|---|
| 6. | Obtaining information on the needs of adults | Sample survey; | Outside funding being sought; |
| | | Utilization of appropriate information already compiled by directors of institutional research; | Currently being done; |
| | | Use of volunteers to conduct personal interview samplings; | Prepare as part of Volunteer Program Plan; Currently being done; |
| | | Reference to information in the files of public and private community service agencies; | |
| | | Enlisting cooperation of mentors/advisors of graduate students working in related disciplines in such a way that the latter may meet part of their requirements by helping to assemble such information; | Prepare as part of Volunteer Program Plan; |
| | | Utilization of comparably applicable information in other regions. | Reports will be analyzed for utility |
| 7. | Measuring umpact | Assessment of institutional response to clients referred to them; | Redo questionnaire; |
| | | Assessment of counseling opportunities in the city; | Referral counselor will do this task; To be addressed in Outreach Program Plan. |
| | | Coordinating outreach counseling with the Center's information dissemination services. | |

## First and Second "User Surveys"

The first "user survey" polled adults serviced in January 1974, and the second, clients contacted in August and September 1974. Table VII represents the results of the first as compared with the second.

### Table VII
### User Profile: Percentage Distributions for Background Variables

| Variable | Categories | Percent<br>January 1974<br>N=217 | Percent<br>Aug.-Sept.1974<br>N=226 |
|---|---|---|---|
| Age | 17-29 | 30.8 | 31.9 |
| | 30-49 | 40.7 | 42.0 |
| | 50-78 | 28.5 | 21.7 |
| | No answer | --- | 4.4 |
| Sex | Male | 39.6 | 39.4 |
| | Female | 60.4 | 58.8 |
| | No answer | --- | 1.8 |
| Ethnic Background | Black | 17.1 | 26.5 |
| | Hispanic | 7.1 | 8.0 |
| | White | 72.5 | 54.4 |
| | Other | 3.3 | 8.0 |
| | No answer | --- | 3.1 |
| Educational Level | 8th Grade | 1.4 | 3.1 |
| | 1-3 yrs. H.S. | 8.8 | 14.2 |
| | H.S. Graduate | 23.5 | 29.2 |
| | 1-3 yrs. College | 2.6 | 24.3 |
| | College Graduate | 18.9 | 12.8 |
| | Graduate Degree | 24.9 | 14.6 |
| | No answer | --- | 1.8 |
| Occupation | Prof/Managerial | 33.0 | 38.5 |
| | Clerical/Sales | 20.5 | 27.4 |
| | Service | 7.4 | 5.8 |
| | Skilled/Semi-Skilled | 6.0 | 7.5 |
| | Unskilled | 2.3 | 2.2 |
| | Homemaker | 11.2 | 10.6 |
| | Unemployed | 5.1 | 2.2 |
| | Other | 14.4 | 3.1 |
| | No answer | --- | 2.7 |

Table VIII

User Learning Interests and Reactions to Service

| Variable (Jan.,Aug.-Sept) | Categories | Percent<br>Jan.1974 | <br>Aug-Sept 1974 |
|---|---|---|---|
| Reason for Learning (N=221, 262) | Job Advancement | 30.8 | 24.8 |
| | Leisure Activity | 8.6 | 11.1 |
| | Diploma/Degree | 16.3 | 22.9 |
| | Learning's Sake | 23.1 | 33.6 |
| | Info. on Specific Course/Program | 1.4 | --- |
| | Info. for Organizational Use | 2.7 | --- |
| | Retirement-Related | 1.8 | 0.8 |
| | Other | 15.4 | 6.1 |
| | No answer | --- | 1.5 |
| Did you contact school? N=219, 226 | Yes | 52.5 | 52.2 |
| | No | 47.5 | 45.1 |
| | No Answer | --- | 2.7 |
| If "Yes" to above, Did you enroll? N=124, 118 | Yes | 29.8 | 51.7 |
| | No | 70.2 | 48.3 |
| | Yes, Percent of All Responses | 16.7 | 27.0 |
| Was Information Helpful? N=204, 226 | Yes | 62.7 | 69.9 |
| | No | 37.3 | 19.9 |
| | No answer | --- | 10.2 |
| If Answer is "No" why not? N=83, 45 | Wrong Information | 28.9 | 6.7 |
| | Information too general | 20.5 | 8.9 |
| | Did not receive info. | 4.8 | 26.7 |
| | Delay | 3.6 | 0.0 |
| | Other | 42.2 | 53.3 |
| | No answer | --- | 4.4 |

## Table IX

## Cross-Tabulation of Satisfaction with Service by Ethnic Background

(N-195, 226)

| Was Information Helpful? | Ethnic Background | | | |
|---|---|---|---|---|
| | Minority | | White | |
| | Jan. | Aug-Sept. | Jan. | Aug-Sept. |
| Yes | 77.8 | 68.0 | 58.2 | 69.9 |
| No | 22.2 | 21.4 | 41.8 | 19.5 |
| No answer | ____ | 10.6 | ____ | 10.6 |

### Profile of Users

Results obtained from the responses to the second survey show a significant increase in minority clients (see Table VII), plus a significant shift in levels of education attained. The majority of users in August-September 1974 had a high school diploma and/or one to three years of college. The number of clients with an undergraduate and/or graduate degree, however, dropped from 43.8% in January 1974 to only 27.4% in August-September.

The advertising cards which have recently been placed in subway cars for the spring peak enrollment period have already increased the number of minority clients contacting The Center. Since the first week of December, approximately one of every five callers has been a Spanish-speaking person. If this trend continues, an even more marked increase in minority users should occur.

## User Learning Interests and Reactions to Service

The motivations and interests of the users, and their assessments of the service provided by The Center, can be extrapolated from Table VIII. "Job advancement" was cited as the most important reason for learning by January clients, while "learning for learning's sake" was most often cited by August-September users.

A higher percentage of the adults serviced in August-September actually contacted an institution for more information than had the January clients. Of this category, the majority went on to enroll in a course or program, as opposed to less than one-third of the January users who enrolled.

In summary, 27.0% of all users did enroll in Fall 1974, thereby representing a significant increase over January enrollments. (Fall 1974, was also the first peak enrollment period when The Center was fully operative). A key factor relating to this enrollment increase was the greater degree of satisfaction with The Center's services registered by the August-September users. These results are undoubtedly the product of significant improvements made to The Center's information system during the course of the year.

Satisfaction with Service by Ethnic Background (Table IX), which relates ethnic background to user satisfaction, indicates that more than two-thirds of minority and white clients contacted in August-September found the information service helpful. This represents a substantial increase over the findings of the January user survey.

The sampling conducted in 1975 has been included in a summary to cover the period from January 1974 to October 1975, and as such cannot be used for the purposes of this analysis. One final polling was conducted in October 1976 to cover clients served between January 1976 to October 1976. This evaluation was conducted by one graduate student enrolled in the City College of New York and Rutgers University joint program in Adult and Continuing Education, who used the Center as his internship for the course "Research in Education". The purpose of that research was (1) An Evaluation of Intake and Follow-up Procedures of the New York City Regional Center for Life-Long Learning; and (2) The Results of a Survey to determine Demographic and Satisfaction indices for users of the New York City Regional Center for Life Long Learning; An Adult Information and Referral Service.

The purpose of the evaluation of intake procedures was to provide quantitative information to determine that certain intake and follow-up procedures satisfied the long range objectives of the New York City Regional Center for Life-Long Learning;

1. to ease the barriers of access for all potential adult students.
2. to assist adults in locating institutions which provide educational services meeting their needs and interests.
3. to encourage the development of additional educational resources for the adult student.

459 completed questionnaires were taken by Center personnel during an operative eight month period between January 1, 1976 and October

31, 1976. This excludes the months of May and June 1976, during which time the Center was closed. Sample questionnaires were selected from a total of 2,075 received if they included an address for the client. In all cases the intake questionnaires are filled out by Center personnel whether the information is received by phone, mail, or "walk-in" contact.

## FINDINGS

Table I shows that 459 (22.12%) of the Center's requests supplied the client's address, and were therefore acceptable for this study. It also shows that since the reopening of the Center in July, 1976, requests for information have increased from a monthly percentage of 3.49 to 36.60, an increase of 33.11% for a four month period, the most dramatic increase being in October, 1976, reporting 36.60% of the client contacts for the entire sample.

TABLE 1

Total Number of Client Requests
for Information by Month
January 1, 1976 to October 31, 1976

| Month | $N^{1*}$ | % | $N^{2*}$ | % |
|---|---|---|---|---|
| 1-76 | 394 | 18.99 | 56 | 12.20 |
| 2-76 | 195 | 9.40 | 37 | 8.06 |
| 3-76 | 267 | 12.87 | 53 | 11.55 |
| 4-76 | 185 | 8.92 | 34 | 7.41 |
| 5-76 | --- | ----- | --- | ----- |
| 6-76 | --- | ----- | --- | ----- |
| 7-76 | 101 | 4.87 | 16 | 3.49 |
| 8-76 | 130 | 6.27 | 33 | 7.19 |
| 9-76 | 273 | 13.16 | 62 | 13.51 |
| 10-76 | 530 | 25.54 | 168 | 36.60 |
| TOTAL | 22075 | 100.02 | 459 | 100.01 |

$N^{1*}$- Total number of client contacts recorded by Center

$N^{2*}$- Total number of client contacts which provided a client home address, recorded by Center.

Table II shows that 81.91% of information requests were received by phone and that only 1.52% by clients who came to the Center. The remaining 16.56% of requests were received by mail. Center non-phone requests represent 18.08% of client contact.

TABLE II
Type of Request

| Type | N | % |
|---|---|---|
| Phone | 376 | 81.92 |
| Mail | 76 | 16.56 |
| Walk-in | 7 | 1.52 |
| Total | 459 | 100.00 |

TABLE III
Boro of Request

| Boro | N | % |
|---|---|---|
| Manhattan | 134 | 30.18 |
| Brooklyn | 125 | 28.15 |
| Bronx | 53 | 11.94 |
| Queens | 78 | 17.57 |
| Staten Island | 9 | 2.03 |
| Other | 45 | 10.13 |
| TOTAL | 444 | 100.00 |

Four hundred and forty-four respondents (96.7% of the sample) responded to this question. Manhattan and Brooklyn presented the greatest number of requests, 58.33% combined. The "other" category, representing requests from out of the five boros was 10.13%. The "other" category included requests from out of the country, including one request from the Navy's "U.S.S. Midway". The fewest requests for Center information were recorded for Staten Island (2.03%).

## TABLE IV

### Age Distribution of Persons Contacting Center

| Age Range | N | % |
|---|---|---|
| 16-25 | 74 | 34.91 |
| 26-35 | 65 | 30.66 |
| 36-45 | 43 | 20.28 |
| 46-55 | 14 | 6.60 |
| 56-65 (or over)* | 16 | 7.55 |
| Total | 212 | 100.00 |

* 3 clients (1.42%) report being 65 or over.

Table IV presents the age distribution of persons who contacted the Center.

Two hundred and twelve (46.19%) of the total sample answered this question. The figures show an inverse relationship of Center use to age. New Yorkers between the ages of 16 and 25 represented 34.9% of the total clients during the period of interest.

With the increase in user age, a corresponding decrease in use occurred: 30.7% for the 26-35 age group; 20.3% for the 36-45 age group; and a drop to 6.6% at the 46-55 age range. Fully 85.9% of the respondents report being 45 years of age or less, while 65.6% are 35 years old or less. The Center was contacted by only 3 (1.42%) clients who reported their age to be 65 or over.

### Table V

### Sex Distribution of Persons* Contacting Center

| Sex | N | % |
|---|---|---|
| M | 185 | 44.69 |
| F | 229 | 55.31 |
| Total** | 414 | 100.00 |

* Twenty eight professional persons, group or agency contacts are not included in total.

** The sex of 17 clients (3.9%) is not determined.

Table V shows that of 414 respondents, 229 (55.31%) were female and 185 (44.69%) were male. A further breakdown of responses shows that 28 additional contacts were received from professional persons, groups or agencies serving secondary education students or adults; the sex of these callers is not included in this study.

## Adequacy of Promotional Efforts

### TABLE VI

### How Clients Heard of Center

| Heard of by | N | % |
|---|---|---|
| TV* | 123 | 61.5 |
| Newspaper | 17 | 8.5 |
| Radio | 14 | 7.0 |
| College | 11 | 5.5 |
| Friend | 10 | 4.0 |
| Library | 8 | 3.0 |
| Magazine | 6 | 3.0 |
| Center/Agency | 6 | 3.0 |
| Poster | 3 | 1.5 |
| Brochure | 2 | 1.0 |
| Total | 200 | 100.0 |

* TV Promotion aired between 10/1/76 and 11/15/76 (Channel 9).

Table VI presents data collected from a question on the Center Information Form which asks: How did you hear of the Center?

One hundred twenty three clients (61.5%) report having heard of the Center through television. The above table also notes that the Center aired a promotional message on Channel 9 during the month of October. The major public access mediums; TV, Newspapers and Radio provided access to 77% of the responding population.

5.5% of respondents heard of the Center through an institution of higher learning (including 3 contacts through the Cooper Union), while 5% heard of the Center through a friend. The remaining 12.5% responding reported hearing of the Center through libraries (4%); magazines (3%); centers/agencies (3%); posters and brochures (2.5%). The significance of the 123 (61.5%) responses to a television commerical is further illustrated by a reference to Table I which indicates that 73.2% of the total sample contacts for the month of October, 1976 and 26.8% of the entire sample may have responded to a single T.V. commercial aired between 10/1/76 and 11/15/76.

## User Educational Interests

A tabulation of the 459 Center intake information forms provided 50 reasons why clients contacted the Life-Long Learning Center. Table VII shows the nature of the client's requests during the interest period:

Clients' reasons for contacting the Center fall into seven general categories:

1. General Information
2. Degree Program Information
3. CLEP Information (Credit for Life Experience)
4. Convenience of Courses/Programs
5. Supportive Services Information
6. Academic/Recreational Subject/Courses
7. Occupational Courses/Programs

The first category (General Information) presents clients' interests in general information about adult education opportunities. This category represented about 25% of all reasons for contacting the Center. The item most often asked for by clients was the Subject Listing, which was asked for and provided in 85 instances and represents 16.8% of the 50 reasons for contacting the Center.

In 45 instances (8.96%) clients expressed interest in degree programs. The program most often mentioned was the Regents External Degree Program which was mentioned 33 times (6.57%). Interest in CLEP (Credit for Life Experience) was expressed in 39 cases (7.77%). This figure supports the reported client interest in earning a college degree.

## TABLE VII
## Reason(s) for Contacting Center

| Reason | N | % |
|---|---|---|
| **General Information Requests:** | | |
| Information (NS)------------------ 2 | | 0.40 |
| Subject Listing (only)------------68 | | 13.55 |
| Brochure (only)------------------ 7 | | 1.39 |
| Listing and Brochure--------------17 | | 3.39 |
| Fact Sheet------------------------26 | | 5.18 |
| Lists of Colleges (NS)------------ 1 | | 0.20 |
| Lists of Vocational Programs (NS)- 2 | | 0.40 |
| Total General Information | 123 | 24.50 |
| Degree Program: | | |
| 2 Year--------------------------- 2 | | 0.40 |
| 4 Year--------------------------- 2 | | 0.40 |
| Graduate------------------------- 1 | | 0.20 |
| Regents External------------------33 | | 6.57 |
| Other External------------------- 4 | | 0.80 |
| Weekend College------------------ 2 | | 0.40 |
| Degree (NS)---------------------- 1 | | 0.20 |
| Total Degree Program | 45 | 8.96 |
| CLEP (Credit Life Experience) | 39 | 7.77 |
| Convenience Mentions: | | |
| Correspondence only---------------10 | | 1.99 |
| Days/Evenings only--------------- 2 | | 0.40 |
| Summers only--------------------- 2 | | 0.40 |
| Close to home-------------------- 2 | | 0.40 |
| Total Convenience Mentions | 16 | 3.19 |
| Specific Supportive Services Mentions: | | |
| Financial Aid and Cost Related Information------------------ 8 | | 1.59 |
| Guidance and Counseling (NS)---- 4 | | 0.80 |
| Veterans Opportunities---------- 1 | | 0.20 |
| Total Supportive Services Mentions | 13 | 2.59 |
| Requests for Academic/Recreational Subjects or Courses | 192 | 38.28 |
| Requests for Occupational Courses/Programs | 74 | 14.74 |
| TOTAL REASONS FOR CONTACTING CENTER | 502 | 100.00 |

Convenience considerations in pursuing educational interests were mentioned in 3.19% of responses and 2.59% responses indicated interest in supportive services/programs; particularly, financial aid (1.59%).

Specific subject, course and program requests are presented in the sixth and seventh categories of Table VIII. 192 (38.25%) requests were received for subjects or courses in an academic or recreational area of learning. In 74 cases (14.74%) clients expressed interest in pursuing occupational courses or programs.

## Adequacy of Materials

Table VIII presents the number and type of client subject requests. It also presents a breakdown of subject areas from the Subject Listing. Ninety-Six client subject interests could be matched with the 225 subjects on the Subject Listing; figures indicating that 42% of the listed subjects were requested by clients.

An observation of listed subject areas indicating a favorable user interest shows that: 11 (35.5%) of the 31 listed Art mentions were for a craft. 7 (29.2%) of the 24 Business mentions were for Accounting. 11 listed subjects (52.4%) were unused. 11 (47.8%) of the 23 Health Profession mentions were for Nursing. Human and Family Development interest included 50% cognitive development (child psych). Six of the 10 subjects were unused. 47 requests for 25 (40.9%) of the 61 listed Occupational training references were countered by 27 requests for 18 training areas not on the Subject Listing.

## TABLE VIII
## Number and Type of Client Information Requests and Available Subjects/Courses from Center Subject Listing

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
|---|---|---|---|---|---|---|---|---|
| Sub.Area | # of Sub. Listed | Listed Subjects Mentioned | # of Listed Mentions | Unlisted Subjects Mentioned | # of Unlisted Mentions | Total Mentions | % Subjects Mentioned N = Col.1 Listed | Unlisted |
| Art | 8 | 6 | 31 | 1 | 2 | 33 | 75.0 | 12.5 |
| Business | 21 | 10 | 24 | - | - | 24 | 47.6 | - |
| Civ.Ser. | 1 | 1 | 3 | - | - | 3 | 100.0 | - |
| Comm's | 6 | 2 | 3 | - | - | 3 | 33.3 | - |
| Contemporary-Living | 7 | 1 | 1 | 3 | 3 | 4 | 14.3 | 42.9 |
| Education | 11 | 4 | 8 | 1 | 1 | 9 | 36.4 | 9.1 |
| Engineering & Technology | 15 | 2 | 2 | 1 | 2 | 4 | 13.3 | 6.7 |
| Health & Safety | 2 | 1 | 1 | 1 | 1 | 2 | 50.0 | 50.0 |
| Health Prof. | 10 | 6 | 23 | - | - | 23 | 60.0 | - |
| GED | 1 | 1 | 14 | - | - | 14 | 100.0 | - |
| Human Fam-Development | 10 | 4 | 10 | 1 | 1 | 11 | 40.0 | 10.0 |
| Humanities | 7 | 4 | 4 | - | - | 4 | 57.1 | - |
| Interdis-Studies | 4 | 2 | 3* | - | - | 3 | 50.0 | - |
| Language-Classical | 5 | (See Humanities) | | - | - | - | - | - |
| English | 6 | 4 | 12** | 1 | 1 | 13 | 66.7 | 16.7 |
| Language-Modern | 5 | 1 | 4 | 1 | 2 | 6 | 20.0 | 20.0 |
| Law | 6 | 2 | 2 | - | - | 2 | 33.2 | - |
| Library & Info.Sci. | 2 | 1 | 1 | - | - | 1 | 50.0 | - |
| Math | 8 | 2 | 3** | 1 | 2 | 5 | 25.0 | 12.5 |
| Natural-Sciences | 13 | 3 | 4 | 2 | 2 | 6 | 23.1 | 15.4 |
| Occupational-Training | 61 | 25 | 47 | 18 | 27 | 74 | 41.0 | 29.5 |
| Phys. Ed & Recreation | 5 | 3 | 5 | 1 | 1 | 6 | 60.0 | 20.0 |
| Soc.Sci-Studies | 11 | 5 | 16 | - | - | 16 | 45.4 | - |
| Total | 225 | 96 | 221 | 32 | 45 | 266 | Not Applicable | |

* Classical Languages = 2
** Remedial English = 2
***Remedial Math = 2

Subject Listing areas indicating an unfavorable relationship to user interests showed that: 13 (86.7%) of the 15 Listed Engineering and Technology courses remained unused. 1 (14.3%) of 7 available Contemporary Living subjects was mentioned. 3 Contemporary Living subjects requested were unlisted. User Interest was shown in 2 of 8 listed offerings. Slide Rule usage is a listed category. Pocket calculators have generally replaced the slide rule. 3 (23.1%) of 13 Natural Science offerings met client interests.

Clients requested information for 32 unlisted subjects/courses in 45 instances, indicating that 16.9% of client interests are not initially satisfied. More than half of these "other" requests were in the Occupational Training Area.

## Summary of Major Findings

On the basis of data collected from the Center's intake questionnaire, the average client lives in Manhattan or Brooklyn and contacted the Center by phone. The client is apt to be female and under 35 years of age. It is likely that the client heard of the Center while watching Channel 9 during October 1976, and learned of the Regents External Program, life experience credits, and college level proficiency examinations programs (CLEP).

A caller fitting the above description could find ample satisfaction in the Center resources. User satisfaction is likely for college bound clients who will find at least six avenues to a college degree. Clients will have about 10% less immediate success if they are pursuing an occupational training program.

During site-visits, it was evident that the staff's knowledgeable use of Continuing Education Resources in "Hot Line" contacts can be extended to support the Subject Listing. It can be concluded that the Center is effectively reducing barriers for all potential adult students, (particularly in the use of the major public access mediums), locating appropriate educational institutions and encouraging the development of additional resources for the adult student.

## Recommendations

On the basis of the significance of the data presented in the Findings, it is recommended that a user survey be completed using the same sample and time period to indicate user satisfaction with the services provided by the Center.

The final "user survey" was conducted as a part of the evaluation of the telephone intake procedures. This sampling used a revised questionnaire. Of special note is the question of ethnic background. A blank space was left on this form for the person to fill in the response. Other changes were in the order of the presentation of the questions. The original and revised "Telephone Information Service Questionnaire" is appendixed to this report.

The purpose of this final "user survey" was to (1) support the validity of certain user characteristics reported in the intake evaluation; and (2) to elicit measures of user satisfaction and various user suggestions relating to Center services. Usable questionnaires were returned by 143 individuals from a sample of 459 clients.

## FINDINGS

Questionnaires were returned by 34% of addresses; where data are common to samples 1 and 2, comparisons are presented.

The data are presented in four categories: (1) Personal Information Data, (2) Client reasons for continuing their education, (3) User satisfaction with service provided and (4) Client recommendations for improving the service.

### Personal Information Data

Table I shows the Borough from which initial (Sample 1) requests originated and from which follow up questionnaires were returned (Sample 2):

TABLE I
Borough of Client
Samples 1 and 2

| | Sample 1 | | Sample 2 | | |
|---|---|---|---|---|---|
| Borough | N | % | N | % | % Change Nov-Mar. 18 |
| Manhattan | 134 | 30.18 | 52 | 33.33 | +3.15 |
| Brooklyn | 125 | 28.15 | 37 | 23.72 | -4.43 |
| Bronx | 53 | 11.94 | 26 | 16.67 | +4.73 |
| Queens | 78 | 17.57 | 25 | 16.02 | -1.54 |
| Staten Island | 9 | 2.03 | 3 | 1.92 | -0.11 |
| Other | 45 | 10.13 | 13 | 8.33 | -1.80 |
| TOTAL | 444 | 100.00 | 155 | 100.00 | |

Sample 2 responses demonstrated that interest in the service evaluation was highest in Manhattan (33.33%) and Brooklyn (23.72%). Total per cent increases occurred in Manhattan (3.15%) and the Bronx (4.73%). Client representation from Staten Island (1.92%) continues to suggest that it is unique and warrants service consideration in the interest of serving all New Yorkers.

Table 2 presents the age distribution of persons served by the Center:

TABLE II
Age Distribution
of
Samples 1 and 2

| | Sample 1 | | Sample 2 | | |
|---|---|---|---|---|---|
| Age Range | N | % | N | % | % Change Nov-Mar. 18 |
| 16-25 | 74 | 34.91 | 25 | 19.23 | -15.68 |
| 26-35 | 65 | 30.66 | 42 | 32.31 | + 1.65 |
| 36-45 | 43 | 20.28 | 22 | 16.92 | - 3.36 |
| 46-55 | 14 | 6.60 | 19 | 14.62 | + 8.02 |
| 56-65 (or over)* | 16 | 7.55 | 22 | 16.92 | + 9.37 |
| TOTAL | 212 | 100.00 | 130 | 100.00 | |

* 3 Clients (1.42%) report being 65 or over.

Sample 1 figures show an inverse relationship of Center use to age. (New Yorkers between the ages of 16 and 25 represented 34.9% of the total clients during the period of interest). Conversely, the % change indicates a trend to increased sustained contact with increased age. Most dramatic is the representative loss (15.7%) of younger contacts after four months, and increases of 8 and 9.4 percentage points for the 46-55 and 56 and over groups respectively.

Table II indicates that the strength of its user population is its 26 to 35 year olds with an increasingly interested group of clients 45 to 65 years and over.

Table III shows that the sex of the service's clients is evenly distributed:

TABLE III
Sex Distribution
of
Client Sample 1 and 2

|  | Sample 1 |  | Sample 2 |  |
|---|---|---|---|---|
| Sex | N | % | N | % |
| M | 185 | 44.69 | 69 | 50.00 |
| F | 229 | 55.31 | 69 | 50.00 |
| TOTAL** | 414 | 100.00 | 138 | 100.00 |

Uncorrelated demographic variables determined from responses on the user questionnaire are the client's ethnic background, educational level and occupation. Table IV presents these background variables to complete the user profile of clients who were served by the Center between January 1, 1976 and October 31, 1976. The Center was closed during the months of May and June 1976.

## TABLE IV
## Ethnicity, Educational Level and Occupation of Center Users
## January 1976 - October 1976

| | N | % |
|---|---|---|
| Ethnicity N = 143 | | |
| Black | 33 | 23.08 |
| Hispanic | 8 | 5.68 |
| White | 43 | 30.07 |
| Jewish | 20 | 13.99 |
| Other | 5 | 3.50 |
| No Answer | 34 | 23.78 |
| Educational Level N = 143 | | |
| 8th Grade or less | 3 | 2.10 |
| 1-3 Years of High School | 8 | 5.59 |
| High School Graduates | 30 | 20.78 |
| 1-3 Years of College | 55 | 38.46 |
| College Graduate | 12 | 8.39 |
| Graduate Degree | 13 | 9.09 |
| No Answer | 22 | 15.38 |
| Occupation N = 143 | | |
| Professional/Managerial | 28 | 19.58 |
| Clerical/Secretarial | 31 | 21.68 |
| Service | 9 | 6.29 |
| Skilled/Semi-Skilled | 21 | 14.69 |
| Unskilled | 1 | 0.70 |
| Homemaker | 14 | 9.79 |
| Unemployed | 8 | 5.59 |
| Retired | 5 | 3.50 |
| Other | 2 | 1.40 |
| No Answer | 24 | 16.78 |

Remarkable in Table IV is that 13.99% of the Sample indicated that they were of Jewish ethnic background. While most surveys include this category with all other white respondents, the high percentage of clients specifying that they were Jewish gave reason for isolating the new category (inclusion in the White category would bring the total percentage of "whites" responding to 44.0%). Twenty-three percent responding were Black.

High School graduates and persons who had completed 1-3 years of college represented 59.44% of the respondents: 20.98% and 38.46% respectively. Only 3 (2.10%) respondents had finished the eighth grade or less. A high (17.5%) percentage of respondents hold college and graduate degrees.

Nearly 20% of respondents were engaged in a professional or managerial occupation, while approximately 22% were clerical or secretarial workers. Nearly 15% were skilled or semi-skilled workers.

An interesting statistic evident in Table IV is that only 8 respondents (5.59%) reported being unemployed. This percentage is far below the Metropolitan unemployment figures which averaged nearly 10% during the same interest period. The finding indicates that flyers posted in unemployment centers might increase the representation of that sample, while unemployment counselors might refer more unemployed persons for new job/skill training.

Total data from Tables I-IV indicate that the Center serves a high percentage of New York's middle class from Manhattan and Brooklyn, and to a lesser extent, the Bronx and Queens.

## User Educational Interest

Initial (Sample 1) data presented 502 reasons why clients had contacted the Center. Reasons fell into seven categories which will be presented in Table V. About 70% of the responses as re-stated by clients after at least four months fit into the original categories. Additional reasons for contacting the Center as reported by Sample 2 are included in Table V:

### TABLE V
### Reasons for contacting the Center

| | Sample 1 | | Sample 2 | | |
|---|---|---|---|---|---|
| | N | % | N | % | % Change |
| General Information | 123 | 24.50 | 27 | 9.75 | -14.75 |
| Degree Program Information | 45 | 8.96 | 40 | 14.44 | + 5.48 |
| CLEP Information (Credit for Life Experience) | 39 | 7.77 | 25 | 9.03 | + 1.26 |
| Convenience of Courses/Programs | 16 | 3.19 | 2 | 0.72 | - 2.47 |
| Supportive Services Information | 13 | 2.59 | 12 | 4.33 | + 1.74 |
| Academic/Recreational Subjects/Courses | 192 | 38.25 | 76 | 27.44 | -10.85 |
| Occupational Courses/Programs | 74 | 14.74 | 13 | 4.69 | -10.05 |
| TOTAL | 502 | 100.00 | 195 | 70.36 | |

| Additional educational interests summarized from Sample 2 returns: | Sample 2 | |
|---|---|---|
| | N | % |
| General Equivalency Diploma | 14 | 5.05 |
| Job Advancement/New Career | 32 | 11.55 |
| Self Improvement/Learning for Learning Sake | 36 | 13.04 |
| TOTAL | 82 | 29.64 |

| | Sample 1 | | Sample 2 | |
|---|---|---|---|---|
| | N | % | N | % |
| SUBTOTAL | 502 | 100.00 | 277 | 100.00 |

Specific reasons for calling the Center elicited from the service questionnaire indicate that the changed percentages of "General Requests for Information" (-14.75%) and "Requests for Course/ Subject Information" (-20.90%) have been articulated and presently translate to specific concerns of users to increase the quality of their personal lives through Job Advancement and New Careers (11.55%), Self-Improvement and learning for its own Sake (13.04%).

## User Satisfaction Data

User Satisfaction data are pertinent to the population that returned the follow-up service questionnaire. Positive responses are presented in Table VI.

TABLE VI
Positive Responses
To Center Services

| N=143 | Information was helpful | Contacted school | Enrolled in school | Expect to Enroll in school |
|---|---|---|---|---|
| N | 92 | 56 | 29 | 6 |
| % | 64.33 | 39.16 | 20.28 | 4.20 |

Of 143 respondents, 92 (64.33%) said they were helped by the service. Fifty six (39.16%) contacted a school and 29 (20.28%) enrolled in a program.

Thirty six (25.2%) of respondents replied that they were not satisfied with the services provided by the Center. Six individuals were dissatisfied with the service provided because they did not receive expected materials. Based on the reported satisfaction percentage of over 60%, the dissatisfied population may be reduced to 22.6% following receipt of materials. Fifteen persons (10.48%) did not respond to the question.

Table VII presents a frequency distribution of negative responses to Center services:

TABLE VII
Reasons Why Information Was Not Helpful

| Information Was Not Helpful Because | N | % |
|---|---|---|
| Information not clear/too general | 15 | 21.43 |
| Wrong, inadequate, out of date information | 7 | 10.00 |
| Information came too late | 3 | 4.29 |
| Never received information | 6 | 8.57 |
| Location, Time inconvenient | 6 | 8.57 |
| Course, program did not exist | 3 | 4.29 |
| Had other commitments | 18 | 25.71 |
| Needed additional financial information | 4 | 5.71 |
| Needed additional counseling | 2 | 2.86 |
| Too expensive | 6 | 8.57 |
| TOTAL | 70 | 100.00 |

Thirty-six clients provided 70 negative responses to program service. Nineteen respondents (27.14%) indicated dissatisfaction with the quality of the service; that the service provided wrong out-of-date information (14.29%), sent information late (4.29%) or not at all (8.57%). Fifteen clients (21.43%) indicated that the information was not clear, two (2.86%) clients needed additional counseling, four (5.71%) needed financial information while 6 (8.57%) thought the courses too expensive. Additionally, Table VII shows that six (8.57%) clients thought that locations and times were inconvenient while fully 18 (25.71%) simply had other commitments. It might be expected that the implications for the Center to anticipate the financial problems a client might encounter will considerably reduce client dissatisfaction.

| | | |
|---|---|---|
| I | Affirmation of Service | (23.53%) |
| | 1. Thank you | 1 |
| | 2. None (NS) | 7 |
| II | General Information | (11.76%) |
| | 1. More Information (NS) | 2 |
| | 2. Be More Specific | 1 |
| | 3. More Relevant Information | 1 |
| III | Degree Oriented | (17.65%) |
| | 1. More External degree programs | 4 |
| | 2. More information on CLEP (Credit for Life Experience) | 2 |
| IV | Supportive Services | (20.59%) |
| | 1. More Counseling | 3 |
| | 2. More Follow-up | 1 |
| | 3. Student rights information | 1 |
| | 4. More Financial aid information | 2 |
| V | Convenience | (14.71%) |
| | 1. Cover a larger area | 1 |
| | 2. Use High School bldgs for courses for easy access | 1 |
| | 3. Mail record of interviews | 1 |
| | 4. Advertise more | 2 |
| VI | Specific Groups | ( 8.82) |
| | 1. More free things for older, fixed income folks | 1 |
| | 2. Send information by specific age brackets | 1 |
| | 3. More senior citizen information | 1 |
| VII | General Equivalency Diploma | ( 2.94) |
| | | 1 |

## Recommendations for Improving The Service

The subjects were presented with the following item: "If you have any suggestions about how the Center might improve its services, please note them below in print or type. (use the reverse side if you need more space)". 34 responses were tabulated, most respondents contributing only one item. Responses fall into seven general groups:

1. Affirmation of service
2. General Information
3. Degree oriented
4. Supportive services
5. Convenience
6. Service for special age groups
7. General equivalency diploma

The various responses are therefore analyzed in context of the above categories. Table VIII shows the percentage of occurrence of responses subsumable under these categories.

TABLE VIII
Distribution of Responses:
How can the service be improved

| Group | Number of Responses | Percent |
|---|---|---|
| 1 | 8 | 23.53 |
| 2 | 4 | 11.76 |
| 3 | 6 | 17.65 |
| 4 | 7 | 20.59 |
| 5 | 5 | 14.71 |
| 6 | 3 | 8.82 |
| 7 | 1 | 2.94 |

Nearly 40% of responses fall in Categories 3 and 4, degree and supportive service groups, 23.53% affirmed present service. As an illustration of issues relevant to the listed topics, responses and frequency of responses to each are presented.

Analysis of responses makes apparent that there is a high interest in alternative college education and necessary support services. Of particular interest are 2 suggestions to provide specifically senior citizen information; reference to Table II will show that only 3 clients reported being 65 years of age or over. The present finding supports the observation that there is a trend to increased Center interest with an increase in age.

## Interservice Review

Thirteen Sample 2 respondents were professional individuals or representatives of a school or agency serving the educational needs of metropolitan adults.

Data for this group is presented separately in Table IX to insure the validity of the reported user sample.

TABLE IX
Profile: Cooperating Professional Individuals
Representatives of Schools or Agencies

| Variable | Categories | N = 13 Percent |
|---|---|---|
| Age | Under 30 | 15.38 |
| | 30-49 | 23.08 |
| | Over 50 | 15.38 |
| | No Answer | 46.46 |
| Sex | Male | 38.46 |
| | Female | 30.77 |
| | No Answer | 30.77 |
| Ethnic Background | Black | 15.38 |
| | Hispanic | 15.38 |
| | White | 15.38 |
| | No Answer | 53.85 |
| Educational Level | 1-3 Years of College | 7.69 |
| | College Graduate | 23.08 |
| | Graduate Degree | 30.77 |
| | No Answer | 38.46 |

Seven of this sample specified that they found the service helpful and volunteered suggestions for improving the service. Suggestions emphasized the providing of relevant, particular information in an enthusiastic and professional manner. It should be noted that there is a generally reported 1.5 ratio of professionals/agents to clients being served. This would indicate that the responding 13 professionals might ultimately find educational opportunities for 65 metropolitan adults.

## Conclusions and Recommendations

The Survey. The response rate exceeded that commonly found in published research user surveys. It is assumed that the respondents (Sample 2) were sensitized having previously volunteered their address to the Center.

The Population. Data show that the more persistent clients are those over 25 years of age and that over 50% of clients are between 26 and 45. Findings also show that there is a relationship between increased age and interest in the service.

Initial and follow up data for the population show that the service continues to serve a heavily white population (44.06%) and a large number of Blacks, (23.08%). Data further show that nearly 40% of the population have completed 1-3 years of college, while 17.48% have a Bachelor or Graduate Degree; nearly 20% of the population is engaged in professional or managerial employment.

The present Center user population is interested in College Degree oriented programs with adjunct counseling and financial support.

Satisfaction Indices. It is apparent that service respondents were primarily interested in higher education. Follow up information indicated that nearly 65% were satisfied with the service the Center provided. Dissatisfied clients indicated that were the information more specific, e.g., had financial information requirements been provided, their needs would have been met.

Recommendations for improving the Center service to all New Yorkers must necessarily concentrate in the area of dissemination of information to a representative sample of all New Yorkers in all of the boroughs.

The findings indicate that promotional efforts are necessary to determine the educational needs of previously unrepresented New Yorkers, particularly those who might be interested in other than College programs.

## The State Education Department H.E.A. Title I

After the New York City Regional Center for Life-Long Learning was funded in June 1972, Title I, HEA guidelines were revised for Fiscal Years 1973-75 to include funding of regional projects which would help develop a comprehensive, coordinated Statewide system of postsecondary continuing education. By the end of 1975, these regionally based projects would have developed a Long-Range Master Plan for Postsecondary Continuing Education in New York State. These projects were to be known as Priority II Projects.

The rationale for the guidelines was based on two developments in postsecondary education in New York State: (1) In October 1971 the Regents approved the principle of planning postsecondary education in New York State through Regional Coordinating Councils in eight designated regions of the State. These Coordinating Councils would recommend to the Regents what planning and policy should be taken for postsecondary educational needs. (2) The Regents 1972 Master Plan for Development of Postsecondary Education endorsed the concept of Regents Regional Coordinating Councils.

Funding would be provided under Title I, HEA for the following activities relating to master planning: (1) the generation of data as a basis for sound planning, (2) the inventorying of existing programs, (3) the development of guidance, counseling, and referral systems, and (4) the development of means of supporting and evaluating new programs. Projects funded in Fiscal 1973 generally had as a component of data collection a needs survey of continuing education interests of adults. If these studies were well done, institutions in the region surveyed would have information which would enable new programs to be designed for unmet needs of adults.

The Center convened a special all-day seminar on March 7, 1975 to discuss the status of continuing education in New York City as it related to the Regents statewide plan. 50 adult educators from the New York City area participated. The participants concluded that accessibility was a priority concern for planning and action for the potential adult student and at least four types of adjustments relate to accessibility: (1) the potential adult learner has to discover and select appropriate learning activities; (2) some aspects of one's life-style must be changed to accommodate the new learning activity being added; (3) financing must be arranged for the learning activity, the cost of which includes not only the outlay for instruction and such allied expenses as travel, meals and child care but also in many cases the loss of income which might have been derived from alternative use of the time; and (4) since the decision to enroll in a learning activity is voluntary, decision-making is very important to the adult.

H.E.A. Title I, administrators also requested each of the regional projects to devote some time to answering eight analytical questions relating to the adult learner. This request was made in June, 1974 in a "Memorandum of Understanding". They were:

1. What is the nature and extent of problems facing adults?
2. Who is affected specifically?
3. Where are these people located?
4. What programs are presently offered, by whom and where?

5. How relevant are the programs to adult problems?
6. How are they presently funded?
7. What and where are programs needed?
8. How might needed programs be financed?

The Regional Center Task Force participated in answering the eight analytical questions, but did not participate in the needs assessment surveys conducted throughout the state. There were several reasons: (1) the Center began its inventory of available programs and courses before the other statewide projects were started, (2) at that time the State Education Department had not defined the needs assessment as a priority, (3) it was widely recognized that the New York City region was enormously complex and no funds were available to support a needs assessment survey, and (4) the Task Force agreed that a wide range of offerings were available in the region, but no complete inventory existed. For the New York City region this was a priority. Therefore, the New York City region was exempted from the mandatory data collection.

## Regents Regional Coordinating Council For Postsecondary Education in New York City

The Regents Regional Coordinating Council was established by the New York State Board of Regents in November 1972, at the request of postsecondary educational institutions in New York City, as a regional planning body to promote inter-institutional cooperation and coordination.

The Council, a non-stock corporation organized under the New York State Education Law, was comprised of seventeen chief executive officers of public and private postsecondary institutions in New York City and three public-at-large members. Its institutional membership includes all degree-granting postsecondary institutions in the New York City region. The Council met monthly and maintained a small staff headed by an Executive Director.

### Purposes

Under the authority of the Regents and subject to their review the Council had four broad objectives:

(1) To identify current major issues and problems affecting postsecondary education in New York City and to seek solutions.

(2) To coordinate planning among institutions in order to meet the postseconary education needs of the City with maximum effective use of available resources.

(3) To develop mechanisms for the programming, implementation, and maintenance of a continuous planning cycle for gathering, interpreting, and disseminating information about postsecondary education in New York City through a regional data system.

(4) To review and recommend action on institutional master plans and planning proposals to the Board of Regents concerning new

academic programs, new institutions, major construction projects, and major reorganizations.

Activities

As part of its efforts, the Council undertook a variety of activities, among which were the following:

(1) Provided a forum for the inter-institutional exchange of planning information, for advance notification of plans for new or expanded programs, and for discussion of actual or potential conflict of interest problems among member institutions.

(2) Reviewed and recommended actions to the Regents on planning proposals of New York City institutions concerning new academic programs, new institutions, and major reorganizations - on the basis of:

1. Need - in terms of manpower requirements, student interests, general welfare, or other;
2. Demand - in terms of current and projected placement opportunities, manpower requirements, occupational trends;
3. Impact - in terms of funding, facilities, faculty and students on both other programs of the proposing institution and on similar programs offered by other institutions in the region; and
4. Master Plan Relation - in terms of the relationship to both the institution's master plan and the Regents Statewide Plan.

(3) Cooperated with the State Education Department in its activities related to the Regents Statewide Plan for the Development of Postsecondary Education.

(4) Sponsored the New York City Regional Center for Life-Long Learning, a clearinghouse for information on postsecondary continuing education courses and programs.

(5) Furnished support and guidance to regional institutions for the planning and implementation of joint or cooperative ventures.

(6) Provided continuous and full information on its activities and plans to all postsecondary institutions in New York City.

(7) Appointed members of the Regional Center Task Force.

The Regents Regional Coordinating Council for Postsecondary Education in New York City is currently inactive.

## The Inventory and Regional Center Task Force

Two Task Forces have been involved since December 1972 in the shaping of policy for the Center. The Inventory Task Force operated from December 1972 to October 1973, and the Regional Center Task Force thereafter. Members of the Task Forces were appointed by the Regents Regional Coordinating Council for Postsecondary Education in New York City and represented a spectrum of informed and interested persons from the public, private colleges, proprietary institutions and city-wide agencies. They were deans, directors, administrators, faculty, and consultants. The members of the Task Force were asked to assist the Center's staff in establishing policy, to critique the project staff's efforts; to facilitate contacts at all institutions of post-secondary education; and to provide direction for the project. Meetings were scheduled on a regular monthly basis from September to June.

The Inventory Task Force defined the main problem to be addressed by the Center as the increasing need of many New Yorkers for accurate, current information on the services of postsecondary educational institutions in the area of continuing education. This definition was affirmed by the Regional Center Task Force.

The major philosophy of the Center as enunciated by both Task Forces reads as follows:

> "There are many adults who have the potential and desire to improve themselves. While educational institutions provide services for adults, people frequently do not know how to locate the appropriate educational services for their needs and interests. The New York City Regional Center for Life Long Learning will be established to assist adults in locating institutions which provide educational services meeting their needs and interests"

The target population of the project was all New York City's residents seeking continuing learning activities. To meet this challenge, the Task Force and the Center's staff identified the need for:

1. Maintaining and expanding an inventory of programs and courses of postsecondary continuing education which are open to the general public.
2. Disseminating to the public information contained in the inventory in a meaningful way, and
3. Providing sufficient outreach of the services of the Center for participation by enough adults to increase the use of existing continuing education opportunities.

The Task Force was instrumental in designing the telephone information service, the subway advertising campaign, and also played a significant role in developing responses to the internal and external evaluations.

Recommendations of the Task Force were constantly incorporated into the design and delivery of the Center's activities. In July 1975 the Director of the Center was directed to prepare a five-year plan for the Center. This plan was formally adopted by the Task Force on October 16, 1975 and is included as Table I. At the request of the Task Force, a prospectus on the Center was prepared for submission to business and industry. This prospectus was used for the fund-raising efforts of the Center.

Incorporation papers for the Center were filed with the Board of Regents to qualify for status as a non-profit educational organization. This action allowed contributions and grants to be made directly to the Center and paved the way for tax deductible contributions. With Incorporation, the Task Force became a Board of Trustees.

## TABLE I

## NEW YORK CITY REGIONAL CENTER FOR LIFE-LONG LEARNING

## ACTIVITIES FOR THE NEXT FIVE YEARS

| | |
|---|---|
| 1976-77 | Create Resource Center<br>Establish Referral Service for Educational Counseling<br>Publish Updated Directory<br>Establish Volunteer Program<br>Establish Outreach Program |
| 1977-78 | Establish Information Service as an "Educational Hotline"<br>Start Instructional Program for counselors, etc. on the adult student |
| 1978-79 | Begin Business and Industry Consultation Service<br>Publish Directory |
| 1979-80 | Begin Telephone Computer Registration in non-credit courses at participating institutions using Master Charge or Bank Americard |
| 1980-81 | Passage of State Legislation for Regional Information Center for Life-Long Learning<br>Publish Directory |

# APPENDICES

# REGIONAL CENTER TASK FORCE
# 1973-1974

Chairman: Jack Bloomfield, New York Adult Fducation Council, Inc.

Phil Abramowitz, Student Representative Fordham University

Allen Austill, Dean, New School for Social Research

Clara Blackman, Assistant Director, Bureau of Education and Vocational Guidance, Board of Education of the City of New York

Winifred Brown, Administrative Director, Mayor's Voluntary Action Center of New York City

Felix F. Cardegna, Dean of Experimenting and Special Programs, Staten Island Community College, City University of New York

Gordon G. Darkenwald, Assistant Professor of Education, Teachers College, Columbia University

Rita Felcher, Administrative Assistant to the Deputy Commissioner of the Mayor's Office for Veterans Action

T. David Foxworthy, Dean of Administration, Eugenio Maria de Hostos Community College, City University of New York

James C. Hall, Jr., Dean of Continuing Education, York College, City University of New York

Barbara Mahony, Counsellor, Education Department, Districit Council 37

Adrian G. Marcuse, President, Laboratory Institute of Merchandising

George W. Maxey, Dean, St. Vincent's College, St. John's University

James J. McGrath, University Dean of Academic Affairs, Office of the Chancellor, City University of New York

James R. Meehan, Consultant

Stanely Moses, Assistant Professor, Department of Urban Affairs, Hunter College, City University of New York

Owen F. Peagler, Dean School of Continuing Education and Evening Administration, Pace University

Vivian Sessions, Director, Center for the Advancement of Library-Information Science, Graduate School and University Center of the City University of New York

Russell F. W. Smith, Dean, School of Continuing Education and Extension Services, New York University

## STAFF

Richard M. Catalano, Executive Director,
Regents Regional Coordinating Council
for Postsecondary Education in New York City

Joseph Gruber, Liaison, Pace University
Ronald H. Miller, Project Coordinator

## REGIONAL CENTER TASK FORCE
## 1974 - 75

Jack Bloomfield, Chairman, New York Adult Education Council

Allen Austill, Dean, Adult Education Division of the New School For Social Research

Kate Bennett, Education Department, American Museum of Natural History

Winifred L. Brown, Administrative Director, Mayor's Voluntary Action Center of New York

Mildred Davison, Office of the Chancellor, City University of New York

T. David Foxworthy, Dean of Administration, Eugenio Maria de Hostos Community College, City University of New York

Ruth R. Frazier, Office of Continuing Education, Board of Education City of New York

James C. Hall, Jr., Dean of Continuing Education, York College, City University of New York

Edward R. Johnston, Coordinator for Continuing Education for SUNY, State College of Optometry

Adrian G. Marcuse, Vice President, Laboratory Institute of Merchandising

George W. Maxey, Dean, St. Vincent's College, St. John's University

James R. Meehan, Consultant, Curriculum Coordinator, The Wood School

Jack D. Mezirow, Professor of Education, Teachers College, Columbia

Owen F. Peagler, Dean, School of Continuing Education, Pace University

Bernard Rifkin, Director of Education District Council 37, American Federation of State, County and Municipal Employees

Vivian Sessions, Director, Center for the Advancement of Library Information Science, Graduate School and University Center of the City University of New York

Russell F.W. Smith, Dean, School of Continuing Education and Extension Services, New York University

### STAFF

Richard M. Catalano, Executive Director
Regents Regional Coordinating Council for Postsecondary Education
In New York City
Ronald H. Miller, Project Coordinator

## REGIONAL CENTER TASK FORCE
## 1975 - 1976

Jack Bloomfield, Chairman, New York Adult Education Council

Allen Austill, Dean, Adult Division, New School for Social Research

Clara G. Blackman, Assistant Director, Bureau of Educational and Vocational Guidance, Board of Education of the City of New York

Delores Blackman, Director of Adult Education, YWCA of the City of New York

Winifred L. Brown, Administrative Director, Mayor's Voluntary Action Center of New York City

Louis Jean Brunelli, Director of Extension Division and Director for Performance, Manhattan School of Music

Ronald Crawford, Assistant Dean, St. Vincent College, St. John's University

Gordon G. Darkenwald, Assistant Professor of Education, Teachers College, Columbia University

Jon Daly, Office of Continuing Education, Board of Education of the City of New York

Mildred Davison, Office of the Chancellor, City University of New York

Gary W. Fellows, Director Continuing Education, Fordham University

T. David Foxworthy, Dean of Administration, Eugenio Maria de Hostos Community College

James C. Hall, Dean of Continuing Education, York College, City University of New York

Leslie S. Jacobson, Dean of Continuing Education, Director of the School of General Studies, Brooklyn College

Henry T. Lipman, Assistant Dean, School of Continuing Education and Extension Services

Marjorie W. Longley, Assistant to the Vice President of Consumer Marketing, The New York Times

Barbara L. Mahony, Counselor, Education Department, District Council 37

Ann Marcus, Dean of Continuing Education, LaGuardia Community College, City University of New York

Adrian G. Marcuse, President, Laboratory Institute of Merchandising

Philip Maron, Director, New York Business School

Roy D. Miller, Jr., Coordinator of Adult Services, Brooklyn Public Library

Geoffrey D. Needler, Associate Dean, School of Continuing Education, Pace University

Vivian Sessions, Director, Center for the Advancement of Library - Information Science, Graduate School and University Center, City University of New York

Carl Urbont, Executive Director, 92nd Street YM-YWHA

Hall Graves, Representative, Pratt Institute

Cathy Willis, Director, Continuing Education, Marymount Manhattan College

## STAFF

Ronald H. Miller, Director
Mary B. McNally, Administrative Assistant
Mary Gazis, Bilingual Phone Operator

# REGIONAL CENTER TASK FORCE
## 1976 - 1977

Allen Austill, Chairman, Dean, Adult Education Division, New School For Social Research

Clara G. Blackman, Assistant Director, Bureau of Educational & Vocational Guidance, Board of Education of New York City

Winifred L. Brown, Administrative Director, Mayor's Voluntary Action Center of New York City

Ronald Crawford, Assistant Dean, St. Vincent College, St. John's University

Mildred Davison, Office of the Chancellor, City University of New York

Gary W. Fellows, Director of Adult and Continuing Education, Fordham University

T. David Foxworthy, Dean of Administration, Eugenio Maria de Hostos Community College, City University of New York

James C. Hall Jr., Dean of Continuing Education, York Collge, City University of New York

Leslie S. Jacobson, Dean of Continuing Education, School of General Studies, Brooklyn College, City University of New York

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Ann Marcus, Dean of Continuing Education, LaGuardia Community College, City University of New York

Adrian G. Marcuse, President, Laboratory Institute of Merchandising

Roy D. Miller Jr., Coordinator, Adult Services, Brooklyn Public Library

Cathy Willis, Dean of Continuing Education, Marymount Manhattan College

## STAFF

Walter E. Varner, Director
Roslyn Vanderlyn, Counselor
Mary Gazis, Bilingual Information Specialist

## Publication of a Directory

The following section represents a distillation of the procedures used by the Center in publishing its Directory of Continuing Education Opportunities for Adults in New York City. In recognition that this brochure filled an otherwise unmet need and may encourage another group to publish a similar document on a continuing basis in the future, we submit the following:

1. Determine the NEED you would like to address. For this directory, the NEED was identified as follows: There are many adults who have the potential and desire to continue their education for career advancement, for job retraining, for intellectual interests, or personal enrichment. There are many institutions which offer a broad range of relevant courses and programs. The adult, however, frequently does not know how to locate the appropriate educational services for his needs and interests.

2. How can this need be addressed? Would a directory answer the need? What other offering might be a SOLUTION? With this Directory the SOLUTION: The New York City Regional Center for Life Long Learning was established to assist adults in locating institutions which provide educational services meeting their needs and interests.

3. Find out what is being offered and by whom. Who are the providers of these services? Providers vary, however, and the following list was used by the Center:

   a. Degree granting postsecondary institutions
   b. Proprietary organizations
   c. Vocational schools, Secondary schools, and BOCES

   d. Civic, Social, and Cultural Organizations
   e. Business and Industry
   f. Labor
   g. Government and Public Agencies

4. Determine who are the providers. The Center surveyed the providers. A sample of the 1973 inventory form is appendixed to this report.

5. Determine what is to be listed. The Center's directory was intended to provide referral information on continuing education courses and programs in New York City. The Center had to determine what was a continuing education course? Program? An operational definition was decided on: "a continuing education program is a sequence or group of courses designed for adult students which may lead to the award of a certificate, diploma, or degree." A continuing education course was defined as "one which must have a minimum of ten hours of instruction and not be part of a degree program." In institutions of higher education these courses are administered either by a School or Division of Continuing Education or General Studies, or by the Evening or Extension Division.

6. Determine the Credibility factor of the institution. The Center listed or included only accredited institutions licensed to operate in New York State. Many community groups and agencies offer courses that may or may not fit this criteria.

7. Categorize the information. Having determined by your inventory of the institutions what their offerings are, you must make the information usable. Sort the information into major headings. The Center determined that an alphabetical listing with cross-indexing was the most usable way of presenting information. The categories

are determined by the information you have collected and the area of your concerns. The first directory consisted of a program, course, and school listings. The second directory listed schools and colleges in alphabetical order and by first name. An index with a cross-reference of the programs and courses followed each main subject heading. Since the directory was in alphabetical order, the number used for that listing was used as the cross index. A sample of the index is included.

Comments received subsequent to the publication of the 1976 directory indicate that additional areas of information should be included in a directory. Financial aid information, special clientele served, offices assisting adult students, scholarship and loan information, explanation of degrees, certificates, or diploma awarded, and registration dates are examples of information that would enhance a directory.

8. Finally, you must continually update your information base. The Center updated its information three times a year. Once the information was acquired it was listed on 5 x 8 cards. A blank sample card and a completed sample card are attached.

Effective dissemination of educational, vocational, and career information requires constant updating of the information. Once the basic file has been established, updating will include removing courses, programs, and schools that have closed, as well as adding new information. The Bureau of Manpower Programs Development and Occupational School Supervision of the State Education Department publishes a monthly "Change of Status" report of private schools, registered private business schools, and schools that have been discontinued. This list also details the new programs and courses that have been approved, new addresses of schools, and changes in school names.

## SAMPLE CARD A

SUBJECT: BOROUGH: Man.

INSTITUTION:

LOCATION:

TELEPHONE:

ADDITIONAL INFORMATION; PROGRAM: COURSE:

COST $ CLASS BEGINS:

FEE: $ CLASS TIME:

REGISTRATION DATES: FIRST DAY & DATE LAST DAY & DATE

WHERE:

## SAMPLE CARD B

SUBJECT: DUTCH II BOROUGH: Man.
Prerequisite: Dutch I or the equivalent

INSTITUTION: New York University
School of Continuing Education
2 University Place
LOCATION: New York, New York 10003

TELEPHONE: 598-3991

ADDITIONAL INFORMATION: PROGRAM: Foreign Language COURSE: X20.9102

COST: $105.00 CLASS BEGINS: Sept. 22 - Jan. 5, 1977

Reg.FEE: $ 10.00 CLASS TIME: Wednesdays: 8 to 9:50 PM

REGISTRATION DATES: FIRST DAY & DATE Tues. 9/7/76 LAST DAY & DATE Sat.9/25/76

| By mail: Course begins week of: | | Reg. by: |
|---|---|---|
| | 9/20 | 9/8 |
| | 9/27 | 9/15 |

Late Reg.: Mon. 9/27 to Fri. 10/1/76

WHERE:

NEW YORK CITY REGIONAL CENTER FOR LIFE LONG LEARNING

Date ____________________ Request Form Request # __________

Hour ____________________ Client # ___________

TYPE OF REQUEST: 1. Phone____ 2. Letter _____ 3. Walk In____ 1____

NAME ____________________________________________________________

ADDRESS__________________________________________________________

CITY______________________________________________ZIP CODE _____ 2____

HOME PHONE ___________________________________WORK PHONE _______

REASON/S FOR CONTACTING CENTER: _________________________________ 3____

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

HOW HEARD OF CENTER:

_____1. From a friend
_____2. Radio announcement ______________________________
_____3. TV ______________________________________________
_____4. Catalog of Educational Services __________________
_____5. Newspaper Article _______________________________
_____6. Printed Flyer ____________________________________
_____7. Newspaper Advertisement __________________________
_____8. Local Newsletter, Bulletin _______________________
_____9. Other ____________________________________________ 4____

Request Answered By: 1. Phone ________ 2. Letter ______ 5____

INFORMATION SENT: Date_______ 1.Brochure____ 2.Subject Listing____

3. Other ________________________________________________ 6____

FURTHER ACTION NEEDED: __________________________________________

_________________________________________________________________

SEX OF CALLER: 1. MALE _________ 2. FEMALE __________ 7____

AGE RANGE:
1. 16-20 __________
2. 21-25 __________
3. 26-30 __________
4. 31-35 __________
5. 36-40 __________
6. 41-45 __________
7. 46-50 __________ 8____
8. 51-55 __________
9. 56-60 __________
10. 61-65 __________

**NEW YORK CITY REGIONAL CENTER FOR LIFE-LONG LEARNING**
City University of New York 101 West 31st Street, 7th Fl. New York, New York 10001 564-9662

NEW YORK CITY REGIONAL CENTER FOR LIFE-LONG LEARNING

*Walter E. Varner*
Director
564-9385

Dear New Yorker:

You recently called the Center for Life-Long Learning to receive information on continuing education opportunities in our city. Because you have used our service, you can provide us with valuable assistance that will help us better serve all New Yorkers.

Would you please take two or three minutes to complete the enclose questionnaire? We have provided a postage-paid return envelope. The information you send back will be confidential since you can not be identified in any way. The number appearing on your form is the unique number needed for computer analysis. Because of our care in keeping your responses confidential, you already may have returned a questionnaire to us. Please disregard our request if earlier you returned a completed questionnaire.

Thank you for helping the Center evaluate its service.

Sincerely yours,

Walter E. Varner
Director

Enclosure

NEW YORK CITY REGIONAL CENTER
FOR LIFE-LONG LEARNING

NO. ______

## TELEPHONE INFORMATION SERVICE QUESTIONNAIRE

1. Thinking back to when you first called the Center for Life-Long Learning, what were your reasons for calling the Center?

______________________________ 11. ____

______________________________ 12. ____

______________________________

2. Was the information you received from the Center for Life-Long Learning helpful? 1. YES ☐ 2. NO ☐ 13. ____

3. If you answered YES to Question 2, did you contact any school, college or other insitution as a result of the information provided by the Center for Life-Long Learning? 1. YES ☐ 2. NO ☐ 14. ____

4. If you answered YES to Question 2, did you enroll for a course or program? 1. YES ☐ 2. NO ☐ 15. ____

5. If you answered NO to Question 2, please tell us why the information you received was not helpful. (Please print or type)

______________________________ 16. ____

______________________________ 17. ____

6. Age____ 18. ____

7. Sex: 1. Male ☐ 2. Female ☐ 19. ____

8. Ethnic Background______________________ 20. ____

9. Please indicate the amount of formal education you have completed to date. 21. ____

   ☐ 1. 8th Grade or less
   ☐ 2. 1 - 3 years of High School
   ☐ 3. High School dipolma or equivalent
   ☐ 4. 1 - 3 years of College
   ☐ 5. 4-year College degree
   ☐ 6. Graduate or professional degree, for example, M.A., M.D., or J.D.

10. Please describe briefly the kind of work you do, for example, homemaker, clerk, taxi driver, lawyer, etc. Please print or type:

______________________________ 22. ____

______________________________ 23. ____

11. If you have any suggestions about how the Center might improve its services, please note them below in print or type. (use the reverse side if you need more space)

______________________________ 24. ____

______________________________ 25. ____

______________________________ 26. ____

## NEW YORK CITY REGIONAL CENTER FOR LIFE-LONG LEARNING

## INTERVIEW RECORDING FORM

DATE ____________

CLIENT # ________

NAME ____________________________________

ADDRESS ____________________________________ APT. ______

CITY ____________________________________ ZIP CODE ______

HOME PHONE ____________________ WORK PHONE ____________________

AGE _____ SEX ______ HERITAGE ______________ INCOME ________

MARITAL STATUS: ☐ Married ☐ Widowed ☐ Separated ☐ Divorced
☐ Single

CHILDREN: Under 6 YRS ☐ 6-18 YRS ☐ Veteran ☐

HOW HEARD OF CENTER: NAME

☐ 1. From a friend ______________________
☐ 2. Radio announcement ______________________
☐ 3. Television ______________________
☐ 4. Catalog of Educational Services ______________________
☐ 5. Newspaper Article ______________________
☐ 6. Printed Flyer ______________________
☐ 7. Newspaper Advertisement ______________________
☐ 8. Local Newsletter, Bulletin ______________________
☐ 9. Other ______________________

### EDUCATIONAL BACKGROUND

1. HIGHEST GRADE COMPLETED AND TYPE OF PROGRAM AT THE HIGHEST LEVEL:
CIRCLE: 1 2 3 4 5 6 7 8 9 10 11 12 HIGH SCHOOL
HIGH SCHOOL COURSE: ☐ GENERAL ☐ ACADEMIC ☐ COMMERICAL
☐ GED ☐ VOCATIONAL/TECHNICAL

COLLEGE: 1 2 3 4 5+ MAJOR ______________________ NONE ______

COLLEGE DEGREE: ☐ AA ☐ BA ☐ MA OTHER ______________

______________________________________________

2. SELF ASSESSED ACADEMIC PERFORMANCE AT THE HIGHEST LEVEL:

☐ 1. EXCELLENT ☐ 2. GOOD ☐ 3. AVERAGE ☐ 4. POOR

3. NATURE OF EXTRA-CURRICULAR INVOLVEMENT: ______________________

______________________________________________

4. ADDITIONAL SPECIAL TRAINING OR COURSES:

SPECIAL TRAINING: ☐ NONE ☐ SOME (SPECIFY)________________

________________________________________________

5. PROBLEMS OR DIFFICULTIES ENCOUNTERED IN PAST EDUCATIONAL OR TRAINING EXPERIENCE: ☐ NONE ☐ SOME SPECIFY:________________

________________________________________________

6. PROBLEMS OR DIFFICULTIES ANTICPATED IN FUTURE EDUCATION OR TRAINING:

☐ NONE ☐ SOME SPECIFY:________________________

________________________________________________

## WORK EXPERIENCE

7. Client's MOST RECENT JOB:

JOB TITLE:________________ HAS WORKED ☐ NEVER WORKED ☐

DUTIES:________________ TOTAL F/T ☐

INDUSTRY:________________ TOTAL P/T ☐

PART-TIME ☐ FULL TIME ☐ PAY:__________

LENGTH OF TIME WORKED________

REASON CLIENT LEFT JOB:________________________

________________________________________________

NEXT MOST RECENT JOB:

Job Title________________

Duties________________

INDUSTRY________________

Part-time ☐ Full-time ☐ PAY:__________

Length of Time Worked____________

Reason Client Left Job:________________________

________________________________________________

ADDITIONAL JOBS:________________________

________________________________________________

8. Nature of Client's problem in any job held________________

________________________________________________

9. Time periods when client was not working/in school and client's activity during these periods:

______________________________________________

______________________________________________

### OTHER LIFE EXPERIENCES

10. ANY SPECIAL SKILLS OR TALENTS NOT PREVIOUSLY MENTIONED

SKILLS: ☐ NONE ☐ SOME SPECIFY: ____________________

______________________________________________

11. THE NATURE AND EXTENT OF CLIENT'S VOLUNTEER ACTIVITIES AND EXPERIENCES: ☐ NONE ☐ SOME SPECIFY: ____________________

______________________________________________

### EXPECTATIONS

12. REASON (S) FOR CONTACTING CENTER: ☐ Career Choice ☐ Job Search

☐ Secondary ☐ Postsecondary ☐ Graduate ☐ Financial Aid

☐ Child Care ☐ Testing ☐ Personal Counseling

OTHER: ______________________________________

13. WHAT PRECIPITATED CLIENT TO CALL NOW RATHER THAN EARLIER TIME?

______________________________________________

______________________________________________

14. Where Client would like counseling to lead: End Point(s) desired by clients:

☐ Career Choice ☐ Job Search ☐ Upgrading ☐ Other

Specify ______________________________________

### PRESENT CAREER OBJECTIVES

15. Occupation(s) being considered by client:

Occupations mentioned by Client:

1st Preference ______________________________

2nd Preference ______________________________

3rd Preference ______________________________

☐ NO OCCUPATION NAMED

16. How and/or why client selected occupation(s)____________________

____________________________________________________________

17. Client's knowledge of: (a) Duties: (b) Education - training

Requirements: and (c) Job Outlook:

LEVEL OF CLIENT KNOWLEDGE

1ST PREFERENCE: ☐ POOR ☐ AVERAGE ☐ GOOD ☐

2ND PREFERENCE: ☐ POOR ☐ AVERAGE ☐ GOOD ☐

3RD PREFERENCE: ☐ POOR ☐ AVERAGE ☐ GOOD ☐

18. CLIENT'S EXPECTED INVOLVMENT IN EDUCATION - TRAINING:

a. Willingness to engage in Education - training
b. When able to Begin
c. Weekly Time Commitment
d. Total length of time

☐ VERY WILLING ☐ NOT SURE ☐ NOT CONSIDERED ☐ NOT WILLING

BEGIN AS SOON AS POSSIBLE OR __________ MONTHS

TIME: ☐ PART ☐ FULL ☐ PT OR FT ☐ EVENING ONLY

DURATION: ☐ AS LONG AS TAKES ☐ OTHER, SPECIFY______________

CONSTRAINTS

19. IF PROBLEMS EXIST IN THE FOLLOWING AREAS, Check all that apply:

☐ CHILD CARE ☐ FINANCIAL ☐ HUSBAND ☐ FAMILY ☐ HEALTH

☐ TRANSPORATION ☐ LENGTH OF ED/TRAINING ☐ NONE

OTHER________________________________________________

20. THE SPECIFIC NATURE OF THE PROBLEM IN EACH CONSTRAINT AREA

IDENTIFIED: __________________________________________

____________________________________________________________

21. IF MORE THAN ONE CONSTRAINT IDENTIFIED, ORDER OF DIFFICULTY TO

CLIENT:

☐ NONE MOST IMPORTANT_______________________________

NEXT MOST IMPORTANT_____________________________________

____________________________________________________________

## MISCELLANEOUS AREAS NOT COVERED PREVIOUSLY

## PROBLEM TOPICS OR ISSUES

1. DESCRIBE ANY TOPICS OR ISSUES IN THE INTERVIEW WHICH SEEMED DIFFICULT OR TROUBLESOME FOR THE CLIENT TO DISCUSS:
   ☐ NONE ☐ SOME DESCRIBE BRIEFLY

2. DESCRIBE ANY ISSUES OR TOPICS IN THE INTERVIEW WHICH YOU AS THE COUNSELOR HAD DIFFICULTY DEALING WITH OR RESPONDING TO:
   ☐ NONE ☐ SOME DESCRIBE BRIEFLY

New York City Regional Center for Life-Long Learning
City University of New York
101 West 31st Street
New York, New York 10001
564-9662

REVIEW FORM

CONTINUING EDUCATION FOR ADULTS IN NEW YORK CITY FALL 1976

Directions: Please print or type your responses to the following questions. In the items calling for a choice of responses, please "X" the space that most nearly corresponds to your opinion. If you wish to make further comments please attach additional pages or write on the back of the page.

DEMOGRAPHIC INFORMATION

1. Name ______________________ Title ______________

Organization/Institution ______________________

Address ______________________

______________________ Telephone ______
(City) (State) (Zip Code)

2. What is the nature or purpose of your organization, institution, or agency? ______________

______________________

______________________

3. Whom does your organization, institution, or agency serve (age,sex, other distinguishing characteristics?

______________________

______________________

4. Approximately how many people does your organization, institution, or agency serve per year? ______

APPLICABILITY

5. How applicable to your situation is the information presented in this directory?
   1. Highly applicable ____
   2. Somewhat applicable ____
   3. Not applicable at all ____

6. Please explain your response to question #5: ______________

______________________

______________________

EXPECTATIONS

7. In terms of content, how nearly did this publication meet your expectation?
   1. Contained much more than expected ____
   2. Contained exactly what was expected ____
   3. Contained much less than expected ____

8. Please explain your response to question #7: ______________

______________________

______________________

CONTENT

9. In general, how would you rate this directory's content in terms of the following items:

1. Comprehensiveness: Number of topics
    1. Too many - Too broad ____
    2. Right number ____
    3. Too few - Too narrow ____
2. Depth: Amount of detail provided
    1. Too much ____
    2. Right amount ____
    3. Too little ____

10. What topics should be added or covered in greater detail? ____________________

____________________

11. Please use this space for any other comments you have about the Directory's content.

____________________

____________________

PRESENTATION

12. In general, how would you rate this publication's presentation in terms of the following considerations:
    1. Clarity
        1. Extremely Clear ____
        2. Acceptable ____
        3. Extremely unclear ____
    2. Layout (arrangement of text)
        1. Extremely attractive ____
        2. Acceptable ____
        3. Extremely unattractive ____
    3, Page size
        1. Too large ____
        2. Right size ____
        3. Too small ____
13. In its present form, how easy is this publication to read and to understand?
    1. Extremely easy ____
    2. Acceptable ____
    3. Extremely difficult ____
14. If this publication were produced for sale, what do you think would be reasonable charge for a copy? ____________________
15. Would you recommend that someone in a position similar to you purchase a copy of this publication?
    1. Yes ____
    2. No ____
    3. Don't know ____
16. To what type of people, organizations, institutions and agencies would you recommend this Directory?

____________________

____________________

17. What changes, if any, do you think should be made in this Directory before it is updated?

____________________

____________________

18. How often do you feel a directory such as this should be published?
    1. Fall - Spring semesters ____
    2. Fall - Winder - Spring ____
    3. Summer - Fall - Winter - Spring ____
    4. Other ____________________
19. How many weeks before the beginning of the semester or term is this directery needed?

____________________

____________________

PLEASE RETURN TO: THE NEW YORK CITY REGIONAL CENTER FOR LIFE-LONG LEARNING
City University of New York
101 West 31st Street, 7th Fl.
New York, New York 10001

## ABOUT YOUR SCHOOL

Name of Institutition: ______________________

Address: ______________________

______________________

Telephone Number: ______________________

Income Limits. (min-max.) ______________________

Type of Agency: State ☐ Federal ☐ City ☐ Private ☐ Community ☐

Admission Director: ______________________

Citizenship Required: ______________________

Georgraphical Limitations: ______________________

## CHECK ALL THAT APPLY

Is a physical examination required?: YES ☐ NO ☐

Do you accept the following immigration visas?: Permanent Resident ☐, Student ☐, Vistitors ☐.

Services Offered: Day Care ☐, Placement ☐, Remedial Courses ☐, Tutoring ☐, Counseling ☐, Voc'l. Testing ☐, Voc'l. training ☐.

| SPECIAL GROUPS (check if YES): | DO YOU ACCEPT?: | SPECIAL PROGRAMS FOR: |
|---|---|---|
| Veterans | ☐ | ☐ |
| Handicapped | ☐ | ☐ |
| Ex-Addicts | ☐ | ☐ |
| Ex-Offenders | ☐ | ☐ |

Will students be eligible for any of the following Financial Aid Programs? (Check if YES):

| | |
|---|---|
| Veteran Approved | ☐ |
| Federal Loan Approved | ☐ |
| National Direct Student Loan | ☐ |
| Basic Education Opportunity Grant | ☐ |
| Supplemental Educ. Opportunity Grant | ☐ |
| College Work-Study Program | ☐ |
| Guaranteed Loan Program (N.Y.H.E.A.C.) | ☐ |
| Other (Specify) | ☐ |

______________________

Is your school accredited by:

| | |
|---|---|
| Veteran Administration | ☐ |
| Middle States | ☐ |
| New York State | ☐ |
| NATTS | ☐ |

PLEASE PROVIDE THE FOLLOWING INFORMATION ON ALL THE COURSES AND/OR PROGRAMS OFFERED AT YOUR SCHOOL

| PROGRAM TITLE | TOTAL COST | STIPEND | Fall | Spring | Summer | Entire Year | LENGTH OF COURSE | OFFERED |  |  | MINIMUM ED REQUIRED | ENTRANCE TEST | AWARD UPON COMPLETION Degree, Credits, Cert., Diploma | ENGLISH FLUENCY REQUIRED |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  | Day | Eve | Wkend |  |  |  | Read | Write | Speak |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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The New York City Regional Center for Life-Long Learning was established in 1974 as a clearinghouse for postsecondary continuing education programs and courses in New York City. We provide free information on continuing education in collegiate institutions, cultural institutions, proprietary schools, commercial and business institutions.

We can help you find out what you need to know on:

**ADULT BASIC EDUCATION**
**CREDIT BY EXAMINATION**
**CREDIT FOR LIFE EXPERIENCES**
**COLLEGE AND UNIVERSITY COURSES**
**EXTERNAL DEGREE PROGRAMS**
**FINANCIAL AID**
**HIGH SCHOOL EQUIVALENCY**
**LEISURE TIME ACTIVITIES**
**NON-TRADITIONAL STUDY**
**UNIVERSITY WITHOUT WALLS**

**We have information on over 20,000 programs and courses in over 500 institutions in the City of New York.**

**Want To Know More?** Call us or visit us. Send in the attached postcard for more information.

**Call us:** (212) 564-9662

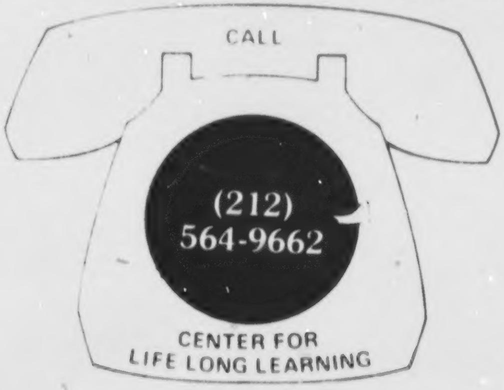
**Hours:**

Monday-Friday 9:00-5:00 p.m.

**What Does It Cost?**

**A free public service funded by Title I of the Higher Education Act of 1965 administered by the New York State Education Department.**

Continuing educational information and referral services is as close as your phone.



Yes! I would like more information!

Name: ____________________

Address: ____________________ Telephone: ____________________

I am interested in: ____________________

____________________

____________________

Preferred calling time and day ____________________

**New York City Regional Center for Life-Long Learning**
**City University of New York**
101 West 31st Street, 7th Floor
New York, New York 10001

**NEW YORK CITY**
**REGIONAL CENTER**
**FOR**
**LIFE-LONG LEARNING**

City University of New York
101 West 31st Street, 7th Fl.
New York, New York 10001
**Telphone (212) 564-9662**

# For free information on continuing your education in the five boroughs call 564-9662

**More than 20,000 programs and courses for adults of all ages are available for all interests (career advancement, self-fulfillment, etc.)**

A free public service funded by
Title I of the Higher Education
Act of 1965, administered by the
New York State Education Department.

**NEW YORK CITY REGIONAL CENTER FOR LIFE-LONG LEARNING**

City University of New York 101 West 31st Street, 7th Fl. New York, New York 10001 564-9662

**NEW YORK CITY REGIONAL CENTER FOR LIFE-LONG LEARNING**
City University of New York 101 West 31st Street, 7th Fl. New York, New York 10001 564-9662

NEW YORK CITY REGIONAL CENTER FOR LIFE-LONG LEARNING

*Walter E. Varner*
Director
564-9385

## NEW YORK CITY REGIONAL CENTER FOR LIFE LONG LEARNING

The Center was established in 1974 as a clearinghouse on continuing education courses and programs in postsecondary institutions in the city of New York. Through a telephone information and referral service, we provide free information to interested adults on learning opportunities in the city. Since the inception of this service, more than 17,000 callers have been assisted with their continuing education needs.

We also publish the Directory of Continuing Education Opportunities in New York City, which has been incorporated into the working libraries of more than 400 guidance and personnel departments, city and social agencies, as well as the public libraries and reference sources, thus, indirectly, aiding countless more persons in making apporpriate educational decisions.

Our information files contain data on more than 20,000 programs and courses in over 500 diverse institutions, including universities, colleges, vocational business schools, the New York City Board of Education, correspondence schools, libraries, museums and Y's. The information is updated three times a year.

We are currently developing a resource room for individuals needing detailed information on career options. Educational and career counseling is available by appointment.

Funds for the operation of the Center are provided by a grant of federal funds under the High Education Act of 1965, Title I: Community Services in Continuing Education", administered by the New York State Education Department and sponsored by the City University of New York.

For more information, call 564-9662 weekdays from 9:00-5:00 PM.

FACT SHEET

# For free information on continuing your education in the five boroughs call 285-3210

More than 10,000 programs and courses for adults of all ages are available for all interests (career advancement, self-fulfillment, etc.)

NEW YORK CITY REGIONAL CENTER FOR LIFE-LONG LEARNING

A free public service funded by
Title I of the Higher Education
Act of 1965, administered by the
New York State Education Department

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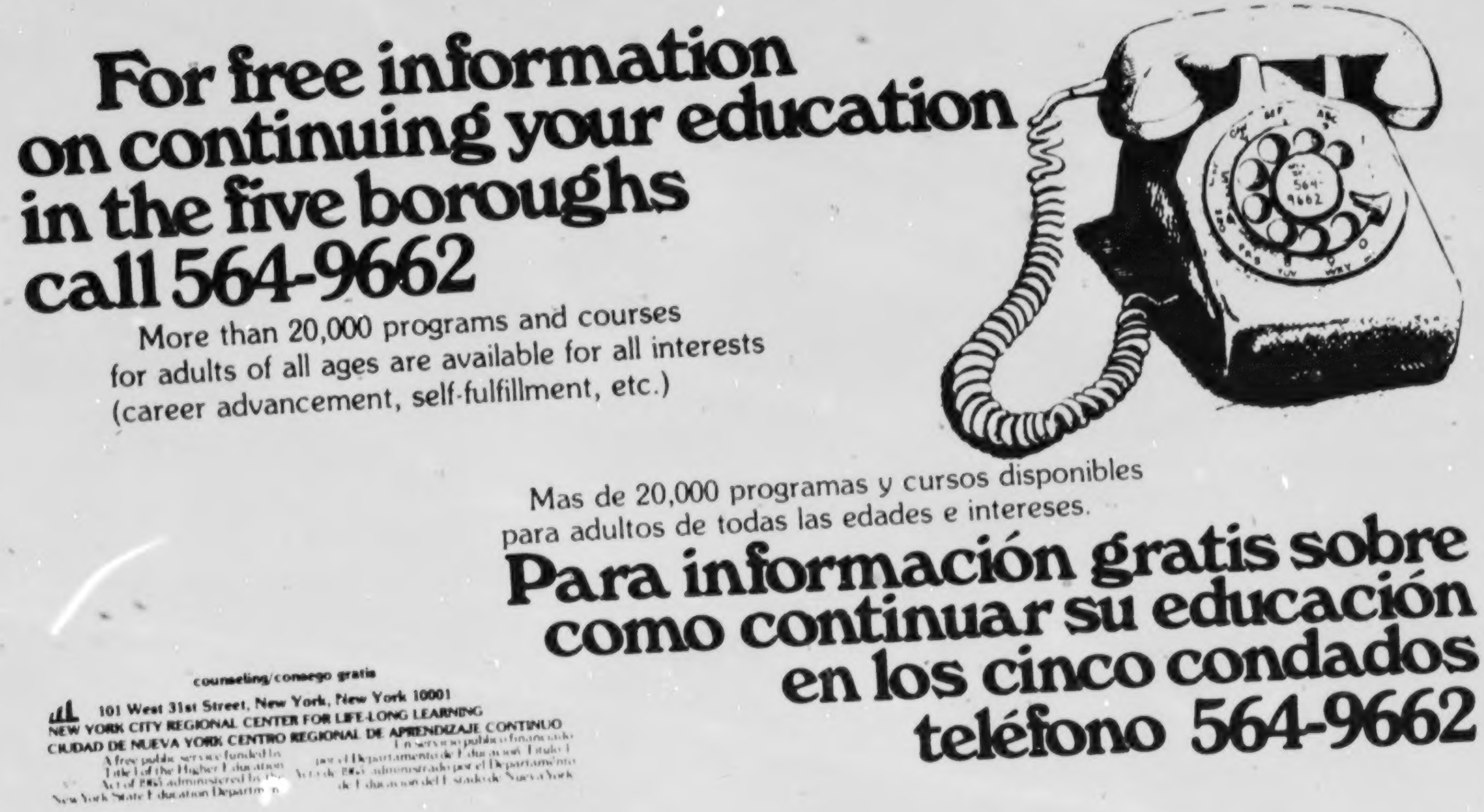
# Para información gratis sobre como continuar su educación en los cinco condados teléfono 285-3210

Mas de 10,000 programas y cursos disponibles para adultos de todas las edades e intereses.

CIUDAD DE NUEVA YORK CENTRO REGIONAL DE APRENDIZAJE CONTINUO

Un servicio público financiad
por el Departamento de Educación, Título I
Acta de 1965, administrado por el Departament
de Educacion del Estado de Nueva York



**For free information on continuing your education in the five boroughs call 564-9662**

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counseling/consejo gratis

101 West 31st Street, New York, New York 10001
NEW YORK CITY REGIONAL CENTER FOR LIFE-LONG LEARNING
CIUDAD DE NUEVA YORK CENTRO REGIONAL DE APRENDIZAJE CONTINUO

A free public service funded by Title I of the Higher Education Act of 1965 administered by the New York State Education Department

Un servicio publico financiado por el Departamento de Educacion Titulo I Acta de 1965 administrado por el Departamento de Educacion del Estado de Nueva York

SAMPLE - SUBWAY ADVERTISING POSTER

1977

NEW YORK CITY REGIONAL CENTER
FOR LIFE-LONG LEARNING

**NEW YORK CITY REGIONAL CENTER FOR LIFE-LONG LEARNING**
City University of New York 101 West 31st Street, 7th Fl. New York, New York 10001 564-9662

*Walter E. Varner*
Director
564-9385

Dear Continuing Learner:

Thank you for contacting the Center. The New York City Regional Center for Life-Long Learning was established in 1974 as a clearinghouse for postsecondary continuing education programs and courses in New York City. We provide free information on continuing education in collegiate institutions, cultural institutions, proprietary schools, commercial and business institutions.

We cannot assist you with your information need unless you can provide more specific information. To determine what you want to ask, start by answering the following questions:

1. What purpose do you want to accomplish? Do I want to train for a job, to improve my job or professional skills, to follow-up a personal interest, to find a new interest, or to use my spare time better.

2. Do you want or need to work towards a college degree, high school diploma, special certificate or take a specific course?

3. When do you want to study? Daytime, evenings, weekends? Full-time or part-time?

4. What limitations are there on your ability to pay for instructions?

Having answered these questions you are ready to shop for an appropriate continuing education opportunity.

Enclosed is a list of subject areas of programs and courses offered by many educational organizations in the City for adults. Please make a selection from these subject areas and call us back. We will be happy to serve you.

Sincerely yours,

Walter E. Varner
Director

Enclosure

# SUBJECT LISTING

## ARTS

Crafts
Dance
Dramatic Art (including Acting)
Gallery and Studio Visting
History, Theory, and Appreciation of the Arts
Music
Studio Art
Studio Techniques
Other

## BUSINESS

Accounting and Bookkeeping
Banking
Business Administration
Business Communications
Business Economics
Business Law
Business Mathematics
Commerce and Finance
Computer Programming and Technology
Court, Hearing and Convention Reporting
Data Processing and Computer Operations
Food Service and Restaurant Management
Hotel and Motel Management
Insurance
Marketing
Office Practice
Operations Research
Production Processes and Controls
Real Estate
Secretarial Studies
Transportation
Other

## CIVIL SERVICE

Preparation for Civil Service Exams
Other

## COMMUNICATIONS

Advertising
Business Communications
Communications, general
Communications, media
(including use of videotape, films, etc.)
Journalism (printed media)
Radio/Television
Other

## CONTEMPORARY LIVING

Community Participation
Consumer Education
Drug Education
Ecology, Conservation, Environment
Ethnic Studies
Urban Studies
Women's Studies
Other

## EDUCATION

Adult Basic Education
Adult Education
Continuing Education
Early Childhood Education
Educational Administration
Elementary Education
Higher Education
History and Philosophy of Education
Remedial Education
Secondary Education
Special Education
Other

## ENGINEERING AND TECHNOLOGY

Aeronautical Engineering
Automotive Engineering
Biomedical Engineering
Chemical Engineering
Civil Engineering
Communication Engineering
Computer Engineering
Electrical Engineering
Environmental Engineering
Heat Engineering
Materials Engineering
Mechnanical Engineering
Optical Engineering
Steam Engineering
Structural Engineering
Other

## HEALTH AND SAFETY

Health Education
Safety Education
Other

## HEALTH PROFESSIONS

Child Care
Chiropractic
Dentistry
Geriatrics
Hospital Administration
Medical, general
Mental Health
Nursing
Ophthalmology
Pharmacy

Rehabilitation
Speech Pathology and Audiology
Veterinary Medicine
Other

HIGH SCHOOL EQUIVALENCY

Preparation
Other

HUMAN AND FAMILY DEVELOPMENT

Child Development
Cognitive Development
Consumer Education
Cooking
Early Childhood Education
Family and Community Planning and Decision-making
Family Relationships
Housing
Social and Personality Development
Other

HUMANITIES

Art - History, Theory, Appreciation
Languages - Classical
Languages - English
Languages - Modern
Music
Philosophy
Religion
Other

INTERDISCIPLINARY STUDIES

Engineering and other Subjects
General Liberal Arts and Sciences
Humanities
Natural Sciences
Other

LANGUAGES (CLASSICAL)

Conversation
Literature (includes poetry, drama, etc.)
Reading
Skills
Writing
Other

LANGUAGE (ENGLISH)

English as A Second Language
Literature (includes poetry, drama, etc.)
Reading (includes speed reading)
Skills
Speech
Writing
Other

LANGUAGES (MODERN)

Conversation
Literature (includes poetry, drama, etc.)
Reading
Skills
Writing
Other

LAW

Business Law
Consumer Law
International Law
Landlord and Tenant Relations
Law Enforcement, Correctional Practices and Security
Law for the Layman
Other

LIBARARY AND INFORMATION SCIENCE

Library and Information Science, general
Library Clerk
Other

MATHEMATICS

Algebra
Arithmetic
Calculus
Geometry
New Math
Slide Rule Usage
Statistics
Trigonometry
Other

NATURAL SCIENCES

Anatomy
Astrology
Astronomy
Bacteriology
Biology
Botany
Chemistry
Geology
Metallurgy
Navigational Science
Oceanography
Physiology
Zoology
Other

OCCUPATIONAL TRAINING

Airline Service Training
Architectural Design
Automobile Repair
Barbering
Bartending

Beauty Culture
Building and Plant Managing
Carpet Laying
Clothes Designing
Computer Programming and Technology
Court, Hearing and Convention Reporting
Data Processing
Dental Laboratory Technician
Dental Office Service
Dietician
Dog Grooming
Drafting
Dressmaking
Dry Cleaning
Electrologist
Electronics Assembly
Estimating

Facials
Fashion
Flight Training
Floral Design
Food Service and Restaurant Management
Glass Blowing
Hotel and Motel Management
Interior Design and Decoration
Jewel Setter
Keypunch
Library Clerk
Lie Detection
Linotype Operator
Machinist
Marine Physician's Assistant
Maritime Training
Masseur
Medical Office Services
Modeling
Motion Picture Operator

Pattermaking
Photography
Plumbing
Polygraph Training
Pressing (Clothes)
Printing
Projectionist
Radio/Television: Announcing, Producing, and Programming
Radio Operator
Radio, Television Technician
Refrigeration and Air Conditioning

New York City Regional Center for

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Secretarial Studies
Sewing Maching Operator
Slipcovers
Tailor
Upholsterer
Welder
Window Display
Other

PHYSICAL EDUCATION AND RECREATION

Appreciation of Sports
Individual Sports
Leisure Time Pursuits
Recreation and Park Management
Team Sports
Other

SOCIAL SCIENCES/SOCIAL STUDIES

Archaeology
Anthropology
Economics
Futuristics
Geography
History
International Affairs
Political Science
Psychology
Social Work
Sociology
other

OTHER

# Credit for Life Experience

The granting of credit for learning acquired outside the classroom has become a common practice at many colleges and universities. Some of these have been identified in the New York City area. We suggest that you call or write the school directly for further information as the programs differ at each institution.

## BRONX

- College of Mount Saint Vincent
  - Continuing Education for Adults: Tel: 549-8000 Ext. 280

## BROOKLYN

- Boricua College
  - Educational Assessment Center: Tel: 963-3173
  - Manhattan Campus: Tel: 663-6115
- Brooklyn College (CUNY)
  - Special Baccalaureate Degree Program for Adults: Tel: 780-5262
- St. Francis College
  - Bachelor of Arts --- Special Studies: Tel: 522-2300

## MANHATTAN

- City University of New York
  - The CUNY Baccalaureate Program: Tel: 790-4558
- District Council 37 Campus
  - New Resources Bachelor of Liberal Arts Program for Adults: Tel: 766-1580
- Empire State College (SUNY) Tel: (518) 587-2100
  - Center for Labor Studies: Tel: 228-4541
  - Metropolitan Learning Center: Tel: 228-4500
- Fordham University
  - EXCEL, Evening Session of Fordham's Liberal Arts College: Tel: 956-4777
- Marymount Manhattan College
  - Life Experience Program: Tel: 472-3800 Ext. 567
- New York Institute of Technology
  - Evening and Summer Program: Tel: 582-8080 Ext. 13
  - Long Island Campus -- Old Westbury: Tel: (516) 626-3400
- New York University
  - University Without Walls: Tel: 598-7078
- Pace University
  - Bachelor of Professional Studies: Tel: 285-3355
  - The Weekend College: Tel: 285-3355
- St. Joseph's College
  - General Studies Department: Tel: 622-4690
- Touro College
  - Adult Program for Excellence (APEX): Tel: 575-0190

## QUEENS

- St. Johns University
  - Special Assessment Program: Tel: 969-8000 Ext. 414
- Queens College (CUNY)
  - Adult Collegiate Education Program (ACE): Tel: 520-7578
  - Community Professional Development Program (CPDP): Tel: 520-7000

York College (CUNY)
Community Professional Program (CPP): Tel: 969-4040

OUTSIDE NEW YORK CITY

ALBANY, NEW YORK

New York College Proficiency Examination Program (State Education Department) Tel: (518) 474-3703
Regents External Degree (State Education Department) Tel: (518) 474-3703

GARDEN CITY, NEW YORK

Adelphi University
Adult Baccalaureate Life Experience program (ABLE)
Tel: (516) 294-8700, Ext. 7606

NEW ROCHELLE, NEW YORK

College of New Rochelle
School of New Resources: Tel: (914) 235-3067

## *AGENCIES REQUESTING 1976 DIRECTORIES

Admissions Referral and Information, CICU, New York, New York
Adult Education resource Center - Kean College, New Jersey

ASPRIA of New York: All Centers

Baldwin Public Library Reference Department, Baldwin, New York
Bedford Stuyvest Restoration Corporation
Beth Israel Medical Center Berstein Institute
Betty Owen Secretarial Systems Inc., New York
Blue Cross/Blue Shield Corporate Training and Management, New York
Board of Education Auxiliary Services for High Schools
Board of Education of the City of New York, Bureau of Vocational Guidance
Boardman Junior High School, Oceanside, New York
BOCES II Teacher Association, Bohemia, New York
Boricu College
Booth Memorial Medical Center, Flushing, New York
Bronx Boys Club
Bronx Community College, Bronx, New York
Brooklyn College Library
Brooklyn Public Library Main Branch and 57 Branches
Bushwick Neighborhood Youth Corporation

Champlain Regional College, Quebec, Canada
Chelsea Action Center, New York
Clinch Valley College of the University of Virginia
Clinton Correctional Facility, Dannemora, New York
College Adapter Programs
College Discovery and Development Program, New York
Community Corporation New York City
Community Service Society, Jamaica, New York
Community Life Center, Headstart, Mt. Morris Park West, New York
Contractor's Training Development Office, Inc., New York

D & C Enterprises, Staten Island, New York
Department of Social Services, City of New York

East Meadow Public Library, East Meadow L.I., New York
Education Development Counselor, Pace University, New York
Elizabeth Seton College, Yonkers, New York
Ellsworth Community College, Iowa Falls, Iowa
Empire State College, Suffern, New York
Employee Development & Training, Northeastern Program Center, Flushing, N.Y.

Fishkill Correctional Facility & Matteawan State Hospital, Beacon, N.Y.
The Free Library of Philadelphia, Philadelphia Pennsylvania

General Service Administration, U.S. Government, N.Y.
Governmental Understanding for Today's Students (GUTS) Bronx, New York
Grinston I. Will Library, Yonker, New York

Half Hollow Hills Community Library, Huntington Station, New York
Help Line Telephone Center, New York Telephone, New York
High School Volunteer Program, New York, New York
Human Resources Administration, Mobile Outreach Unit, Rockaway, N.Y.

John F. Kennedy High School, Plainview, New York
Junior High 61, Brooklyn, New York

LESEDAC, New York, New York
Long Island Continuing Education Project, Stonybrook, New York

Madison Square Boy's Club, New York
M B II Library, New York
Mayor's Office of Neighborhood Services, Brooklyn, New York
Mayor's Voluntary Action Center, New York, New York
Mayor's Voluntary Action Center, Queens, New York
Maverick Corporation
MBE, New York, New York
Mount Pleasant, Library Pleasantville, New York
Narcotic Orientation for the Rehabilitation of Addicts, New York
Nassau Library Systems, Garden City, New York
National Congress of Neighborhood Women, Brooklyn, New York
National Urban League Inc, New York
New York City Community College, Office of Continuing Ed.
New York City Office for the Aging
New York/New Jersey Minority Purchasing Council
New York Public Libraries, Bronx and Staten Island 87 Branches
New York University Medical Center
Neighborhood Youth Corp., Rockaway, New York

Oberlin College, Oberlin Ohio
Office of Minority Business Enterprise, New York, New York
Office of Service Coordination, City of New York
Opportunities Industrialization Centers
The Osborne School, Auburn N.Y.

P E A R L - New York City Community College
Patchoque - Medford Library, Patchoque, New York
PECA Institute for Education Leadership, Washington, D.C.
Pequannock Valley School, Pompton Plains, New Jersey
Program Impact, Western New York, Buffalo, New York
Project IRMA, New York

Qualicap Community Corporation, Long Island City, New York
Queens College Department of Romance Languages
Queens Public Library and 56 Branches

Reality House Incorporated, New York
Retirement Program Services, New York
Richmond Memorial Hospital Education & Training Center, Staten Island, N.Y.

Saratoga Country Probation Department, Ballston, New York
Seward Park High School, New York
Small Business Administration, New York, New York
Society for College and University Planning, New York, New York
Sound View - Throgs Neck Community Mental Health Center, Bronx, New York
State Office of Minority Business Enterprise
State of New York Department of Labor
State of New York, Greehaven Correctional Facility Greehaven, New York
Study of Adult Education, State Eeducation Department, New York
Sunset Park Out of School Program

Teachers College, New York, New York
Todays Women Magzine

United Nations, Staff Counseling Department, New York
U.S. Public Health Services Hospital Staten Island

VISTA: Riker's Island Project
Vogue Magazine

Walter M. Wallack School, Wallkill, New York
Westport Public Library, Wesport, Connecticut
WNET/13, New York
Woodbourne Correctional Facility - Woodbourne, N.Y.
World War Two Veterans, Meridan Connecticut

*Institutions, Agencies, Programs in Directory not listed.

## REQUESTS FOR INFORMATION

| ACCUMULATIVE TOTALS | 1974 | % | 1975 | % | 1976 | % | 1977 | % | TOTALS |
|---|---|---|---|---|---|---|---|---|---|
| **Arts** | 230 | 4.34 | 340 | 3.61 | 76 | 2.57 | 84 | 2.16 | 730 |
| Arts & Crafts | 80 | 1.51 | 174 | 1.85 | 69 | 2.33 | 49 | 1.26 | 372 |
| Business | 651 | 12.29 | 1361 | 14.46 | 377 | 12.73 | 639 | 16.47 | 3028 |
| Civil Service | 38 | 0.71 | 23 | 0.24 | 5 | 0.17 | 7 | 0.18 | 73 |
| Communications | 121 | 2.28 | 150 | 1.59 | 29 | 0.98 | 29 | 0.75 | 329 |
| Contemporary Living | 34 | 0.64 | 5 | 0.05 | 0 | ---- | 0 | ----- | 39 |
| Counseling (On Site) | | | | | | | 209 | 5.39 | 209 |
| Education | 201 | 3.80 | 135 | 1.43 | 61 | 2.06 | 91 | 2.35 | 488 |
| Engineering & Technology | 127 | 2.40 | 83 | 0.88 | 30 | 1.01 | 67 | 2.35 | 307 |
| Health & Safety | 69 | 1.30 | 58 | 0.62 | 7 | 0.24 | 0 | ---- | 134 |
| Health Professions | 553 | 10.44 | 655 | 6.96 | 204 | 6.89 | 306 | 7.89 | 1718 |
| High School Equivalency | 524 | 9.89 | 1050 | 11.16 | 286 | 9.66 | 513 | 13.22 | 2373 |
| Human & Family Development | 43 | 0.81 | 84 | 0.89 | 47 | 1.59 | 41 | 1.06 | 215 |
| Humanities | 48 | 0.91 | 21 | 0.22 | 0 | ---- | 0 | ------ | 69 |
| Interdisciplinary Studies | 10 | 0.19 | 0 | ---- | 0 | ---- | 0 | ------ | 10 |
| Languages: Classical | 29 | 0.55 | 27 | 0.29 | 1 | 0.03 | 1 | 0.03 | 58 |
| English | 112 | 2.12 | 64 | 0.68 | 18 | 0.61 | 19 | 0.49 | 213 |
| English as a 2nd Language | 88 | 1.66 | 454 | 4.82 | 96 | 3.24 | 179 | 4.62 | 817 |
| Modern | 193 | 3.64 | 225 | 2.39 | 47 | 1.59 | 34 | 0.88 | 499 |
| Law | 65 | 1.23 | 81 | 0.86 | 12 | 0.41 | 25 | 0.64 | 183 |
| Library & Information Science | 18 | 0.34 | 25 | 0.27 | 3 | 0.10 | 5 | 0.13 | 51 |
| Mathematics | 84 | 1.59 | 85 | 0.90 | 26 | 0.88 | 35 | 0.90 | 230 |
| Natural Sciences | 53 | 1.00 | 78 | 0.83 | 29 | 0.98 | 23 | 0.59 | 183 |
| Occupational Training | 533 | 10.06 | 1290 | 13.71 | 424 | 14.32 | 485 | 12.50 | 2732 |
| Physical Education & Recreation | 73 | 1.38 | 111 | 1.18 | 45 | 1.52 | 33 | 0.85 | 262 |
| Social Sciences/Social Studies | 161 | 3.04 | 154 | 1.64 | 35 | 1.18 | 41 | 1.06 | 391 |
| Special Degree Programs-Adults | 95 | 1.79 | 78 | 0.83 | 293 | 9.89 | 78 | 2.01 | 544 |
| Speech & Reading | 44 | 0.83 | 169 | 1.80 | 65 | 2.19 | 42 | 1.08 | 320 |
| Weekend College | | | | | | | 51 | 1.32 | 51 |
| Other Programs | 173 | 3.27 | 129 | 1.37 | 129 | 4.35 | 119 | 3.07 | 550 |
| General Information | 159 | 3.00 | 500 | 5.31 | 170 | 5.74 | 183 | 4.72 | 1012 |
| List of Subjects Available | 687 | 12.97 | 1802 | 19.15 | 378 | 12.76 | 491 | 12.66 | 3358 |
| Total | 5296 | | 9411 | | 2962 | | 3879 | | 21,548 |

| SUBJECT AREA | JAN | FEB | MAR | APR | MAY | JUNE | JULY | AUG | SEPT | OCT | NOV | DEC | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ARTS | 35 | 9 | 6 | 5 | 6 | 6 | 3 | 28 | 55 | 34 | 18 | 26 | 230 |
| ARTS & CRAFTS | | | | | | | | | 36 | 25 | 6 | 13 | 80 |
| BUSINESS | 65 | 24 | 4 | 22 | 20 | 12 | 16 | 45 | 185 | 110 | 41 | 107 | 651 |
| CIVIL SERVICE | 17 | 6 | 3 | 1 | 0 | 0 | 0 | 2 | 3 | 5 | 0 | 1 | 38 |
| COMMUNICATIONS | 35 | 4 | 2 | 2 | 1 | 3 | 1 | 16 | 17 | 13 | 15 | 12 | 121 |
| CONTEMPORARY LIVING | 10 | 9 | 7 | 2 | 2 | 1 | 0 | 2 | 1 | 0 | 0 | 0 | 34 |
| EDUCATION | 37 | 13 | 6 | 6 | 28 | 12 | 5 | 15 | 26 | 31 | 11 | 11 | 201 |
| ENGINEERING & TECHNOLOGY | 24 | 16 | 8 | 1 | 6 | 1 | 1 | 8 | 41 | 15 | 5 | 1 | 127 |
| HEALTH & SAFETY | 15 | 3 | 8 | 0 | 2 | 0 | 1 | 8 | 2 | 7 | 9 | 14 | 69 |
| HEALTH PROFESSIONS | 50 | 46 | 47 | 7 | 6 | 4 | 6 | 19 | 120 | 156 | 23 | 69 | 553 |
| HIGH SCHOOL EQUIVALENCY | 42 | 81 | 38 | 4 | 18 | 5 | 3 | 15 | 127 | 97 | 20 | 74 | 524 |
| HUMAN & FAMILY DEVELOPMENT | 8 | 1 | 1 | 0 | 0 | 1 | 0 | 3 | 15 | 5 | 6 | 3 | 43 |
| HUMANITIES | 15 | 7 | 2 | 2 | 0 | 0 | 0 | 8 | 2 | 9 | 1 | 2 | 48 |
| INTERDISCIPLINARY STUDIES | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 3 | 0 | 0 | 10 |
| LANGUAGE: CLASSICAL | 3 | 1 | 0 | 0 | 2 | 3 | 0 | 11 | 4 | 3 | 0 | 2 | 29 |
| ENGLISH | 27 | 29 | 5 | 9 | 5 | 3 | 1 | 0 | 21 | 11 | 0 | 1 | 112 |
| ENGLISH AS A SECOND LANGUAGE | 55 | 16 | 5 | 2 | 3 | 4 | 3 | 22 | 43 | 11 | 3 | 31 | 88 |
| MODERN | 55 | 16 | 5 | 2 | 3 | 4 | 3 | 22 | 52 | 14 | 7 | 10 | 193 |
| LAW | 17 | 3 | 4 | 5 | 0 | 0 | 2 | 8 | 10 | 8 | 3 | 5 | 65 |
| LIBRARY & INFORMATION SCIENCE | 6 | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 4 | 3 | 1 | 0 | 18 |
| MATHEMATICS | 13 | 10 | 1 | 4 | 1 | 0 | 1 | 1 | 25 | 10 | 13 | 5 | 84 |
| NATURAL SCIENCES | 8 | 4 | 2 | 6 | 1 | 0 | 0 | 11 | 14 | 4 | 0 | 3 | 53 |
| OCCUPATIONAL TRAINING | 80 | 48 | 19 | 14 | 18 | 7 | 6 | 24 | 122 | 70 | 44 | 81 | 533 |
| PHYSICAL EDUCATION & RECREATION | 22 | 8 | 6 | 2 | 7 | 1 | 1 | 0 | 10 | 3 | 3 | 10 | 73 |
| SOCIAL SCIENCES & SOCIAL STUDIES | 27 | 9 | 1 | 5 | 6 | 6 | 1 | 0 | 34 | 43 | 13 | 16 | 161 |
| SPECIAL DEGREE PROGRAMS FOR ADULTS | 5 | 5 | 5 | 0 | 0 | 0 | 0 | 7 | 7 | 40 | 5 | 21 | 95 |
| SPEECH & READING | | | | | | | | | 19 | 14 | 1 | 10 | 44 |
| OTHER PROGRAMS | 25 | 11 | 8 | 7 | 3 | 5 | 8 | 30 | 22 | 37 | 4 | 13 | 173 |
| GENERAL INFORMATION | | | | | | | | | 50 | 45 | 18 | 46 | 159 |
| LIST OF SUBJECTS AVAILABLE | | | | | | | | | 126 | 325 | 46 | 190 | 687 |
| TOTALS | 643 | 369 | 188 | 107 | 135 | 74 | 59 | 284 | 1193 | 1151 | 316 | 777 | 5296 |

## REQUESTS FOR INFORMATION 1975

| SUBJECT AREA | JAN | FEB | MAR | APR | MAY | JUNE | JULY | AUG | SEPT | OCT | NOV | DEC | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ARTS | 76 | 45 | 19 | 34 | 38 | 14 | 13 | 5 | 45 | 23 | 16 | 12 | 340 |
| ARTS & CRAFTS | 32 | 11 | 9 | 15 | 16 | 11 | 11 | 3 | 36 | 20 | 4 | 6 | 174 |
| BUSINESS | 340 | 226 | 132 | 106 | 111 | 66 | 58 | 38 | 112 | 87 | 44 | 41 | 1361 |
| CIVIL SERVICE | 4 | 4 | 3 | 0 | 2 | 1 | 0 | 1 | 4 | 2 | 1 | 1 | 23 |
| COMMUNICATIONS | 40 | 20 | 14 | 23 | 10 | 5 | 5 | 4 | 9 | 11 | 4 | 5 | 150 |
| CONTEMPORARY LIVING | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 5 |
| EDUCATION | 35 | 16 | 10 | 5 | 14 | 6 | 6 | 5 | 12 | 9 | 10 | 7 | 135 |
| ENGINEERING & TECHNOLOGY | 27 | 12 | 4 | 9 | 9 | 1 | 3 | 3 | 6 | 3 | 4 | 2 | 83 |
| HEALTH & SAFETY | 8 | 11 | 3 | 6 | 17 | 3 | 6 | 0 | 3 | 1 | 0 | 0 | 58 |
| HEALTH PROFESSIONS | 171 | 109 | 74 | 66 | 61 | 22 | 22 | 11 | 58 | 24 | 19 | 18 | 655 |
| HIGH SCHOOL EQUIVALENCY | 312 | 199 | 81 | 100 | 109 | 40 | 42 | 19 | 71 | 46 | 11 | 20 | 1050 |
| HUMAN & FAMILY DEVELOPMENT | 32 | 5 | 7 | 8 | 0 | 0 | 5 | 5 | 9 | 8 | 4 | 1 | 84 |
| HUMANITIES | 0 | 8 | 2 | 2 | 5 | 2 | 0 | 0 | 1 | 0 | 1 | 0 | 21 |
| INTERDISCIPLINARY STUDIES | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| LANGUAGE: CLASSICAL | 7 | 1 | 2 | 2 | 2 | 1 | 1 | 0 | 5 | 4 | 1 | 1 | 27 |
| ENGLISH | 16 | 8 | 4 | 5 | 6 | 4 | 1 | 1 | 6 | 10 | 3 | 0 | 67 |
| ENGLISH AS A SECOND LANGUAGE | 123 | 80 | 55 | 40 | 40 | 22 | 15 | 8 | 27 | 26 | 11 | 7 | 454 |
| MODERN | 48 | 21 | 17 | 24 | 18 | 15 | 14 | 7 | 33 | 19 | 0 | 9 | 225 |
| LAW | 21 | 17 | 14 | 1 | 5 | 4 | 2 | 1 | 7 | 6 | 2 | 1 | 81 |
| LIBRARY & INFORMATION SCIENCE | 6 | 3 | 2 | 4 | 1 | 1 | 0 | 0 | 2 | 4 | 0 | 2 | 25 |
| MATHEMATICS | 13 | 11 | 10 | 7 | 13 | 5 | 4 | 1 | 8 | 6 | 5 | 2 | 85 |
| NATURAL SCIENCES | 8 | 22 | 11 | 6 | 16 | 1 | 3 | 3 | 10 | 13 | 0 | 1 | 78 |
| OCCUPATIONAL TRAINING | 268 | 177 | 144 | 132 | 141 | 74 | 63 | 36 | 106 | 69 | 38 | 42 | 1290 |
| PHYSICAL EDUCATION & RECREATION | 26 | 18 | 9 | 10 | 11 | 7 | 4 | 3 | 11 | 5 | 4 | 3 | 111 |
| SOCIAL SCIENCES & SOCIAL STUDIES | 47 | 28 | 9 | 10 | 12 | 10 | 8 | 1 | 12 | 10 | 2 | 5 | 154 |
| SPECIAL DEGREE PROGRAMS FOR ADULTS | 28 | 18 | 10 | 0 | 5 | 5 | 0 | 0 | 0 | 5 | 6 | 1 | 78 |
| SPEECH & READING | 23 | 17 | 16 | 8 | 21 | 11 | 18 | 4 | 26 | 8 | 9 | 8 | 169 |
| OTHER PROGRAMS | 10 | 18 | 12 | 19 | 12 | 12 | 10 | 6 | 11 | 9 | 5 | 5 | 129 |
| GENERAL INFORMATION | 115 | 72 | 45 | 52 | 67 | 17 | 20 | 18 | 44 | 19 | 13 | 18 | 500 |
| LIST OF SUBJECTS AVAILABLE | 492 | 255 | 130 | 142 | 120 | 54 | 34 | 23 | 298 | 173 | 42 | 39 | 1802 |
| TOTALS | 2328 | 1434 | 848 | 836 | 882 | 414 | 368 | 206 | 975 | 620 | 259 | 257 | 9411 |

# REQUESTS FOR INFORMATION

1976

| SUBJECT AREA | JAN | FEB | MAR | APR | MAY | JUNE | JULY | AUG | SEPT | OCT | NOV | DEC | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ARTS | 7 | 7 | 14 | 7 | 0 | 0 | 4 | 4 | 14 | 5 | 6 | 8 | 76 |
| ARTS & CRAFTS | 14 | 4 | 10 | 4 | 0 | 0 | 3 | 6 | 5 | 3 | 12 | 8 | 69 |
| BUSINESS | 64 | 24 | 42 | 31 | 0 | 0 | 16 | 24 | 46 | 42 | 43 | 45 | 377 |
| CIVIL SERVICE | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 5 |
| COMMUNICATIONS | 5 | 3 | 4 | 3 | 0 | 0 | 1 | 2 | 4 | 2 | 5 | 0 | 29 |
| CONTEMPORARY LIVING | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| EDUCATION | 9 | 4 | 3 | 1 | NO SERVICE - FUNDING AND SPONSORSHIP PROBLEMS<br>0 | NO SERVICE - FUNDING AND SPONSORSHIP PROBLEMS<br>0 | 1 | 4 | 7 | 13 | 14 | 5 | 61 |
| ENGINEERING & TECHNOLOGY | 5 | 3 | 5 | 2 | 0 | 0 | 1 | 1 | 2 | 6 | 4 | 1 | 30 |
| HEALTH & SAFETY | 1 | 2 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 7 |
| HEALTH PROFESSIONS | 27 | 17 | 17 | 11 | 0 | 0 | 8 | 10 | 18 | 26 | 38 | 32 | 204 |
| HIGH SCHOOL EQUIVALENCY | 32 | 10 | 13 | 11 | 0 | 0 | 4 | 5 | 10 | 119 | 67 | 15 | 286 |
| HUMAN & FAMILY DEVELOPMENT | 10 | 6 | 3 | 6 | 0 | 0 | 3 | 3 | 3 | 2 | 5 | 6 | 47 |
| HUMANITIES | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| INTERDISCIPLINARY STUDIES | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| LANGUAGE: CLASSICAL | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| ENGLISH | 3 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 6 | 1 | 1 | 2 | 18 |
| ENGLISH AS A SECOND LANGUAGE | 24 | 10 | 12 | 11 | 0 | 0 | 6 | 4 | 7 | 16 | 5 | 1 | 96 |
| MODERN | 5 | 9 | 4 | 3 | 0 | 9 | 3 | 3 | 10 | 4 | 2 | 4 | 47 |
| LAW | 0 | 1 | 1 | 4 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 2 | 12 |
| LIBRARY & INFORMATION SCIENCE | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| MATHEMATICS | 4 | 1 | 3 | 5 | 0 | 0 | 2 | 3 | 3 | 2 | 1 | 2 | 26 |
| NATURAL SCIENCES | 7 | 2 | 4 | 1 | 0 | 0 | 2 | 1 | 4 | 3 | 5 | 0 | 29 |
| OCCUPATIONAL TRAINING | 76 | 33 | 40 | 30 | 0 | 0 | 20 | 20 | 54 | 39 | 50 | 62 | 424 |
| PHYSICAL EDUCATION & RECREATION | 12 | 6 | 3 | 4 | 0 | 0 | 3 | 3 | 4 | 5 | 3 | 2 | 45 |
| SOCIAL SCIENCES & SOCIAL STUDIES | 7 | 2 | 5 | 3 | 0 | 0 | 0 | 0 | 2 | 8 | 4 | 4 | 35 |
| SPECIAL DEGREE PROGRAMS FOR ADULTS | 9 | 3 | 2 | 5 | 0 | 0 | 2 | 6 | 8 | 30 | 188 | 40 | 293 |
| SPEECH & READING | 10 | 3 | 14 | 4 | 0 | 0 | 3 | 1 | 8 | 12 | 7 | 3 | 65 |
| OTHER PROGRAMS | 9 | 4 | 12 | 7 | 0 | 0 | 4 | 4 | 7 | 43 | 26 | 13 | 129 |
| GENERAL INFORMATION | 18 | 15 | 14 | 15 | 0 | 0 | 8 | 9 | 10 | 33 | 16 | 32 | 170 |
| LIST OF SUBJECTS AVAILABLE | 31 | 22 | 40 | 15 | 0 | 0 | 5 | 18 | 39 | 115 | 65 | 31 | 378 |
| TOTALS | 394 | 195 | 267 | 185 | 0 | 0 | 101 | 130 | 273 | 530 | 569 | 318 | 2962 |

## REQUESTS FOR INFORMATION 1977

| SUBJECT AREA | JAN | FEB | MAR | APR | MAY | JUNE | JULY | AUG | SEPT | OCT | NOV | DEC | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ARTS | 18 | 8 | 9 | 20 | 15 | 14 | | | | | | | 84 |
| ARTS & CRAFTS | 5 | 7 | 8 | 10 | 7 | 12 | | | | | | | 49 |
| BUSINESS | 53 | 44 | 85 | 182 | 150 | 125 | | | | | | | 639 |
| CIVIL SERVICE | 0 | 1 | 2 | 1 | 1 | 2 | | | | | | | 7 |
| COMMUNICATIONS | 7 | 8 | 1 | 6 | 5 | 2 | | | | | | | 29 |
| CONTEMPORARY LIVING | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | 0 |
| COUNSELING | 32 | 16 | 23 | 43 | 52 | 43 | | | | | | | 209 |
| EDUCATION | 9 | 11 | 4 | 25 | 24 | 18 | | | | | | | 91 |
| ENGINEERING & TECHNOLOGY | 15 | 2 | 7 | 9 | 16 | 18 | | | | | | | 67 |
| HEALTH & SAFETY | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | 0 |
| HEALTH PROFESSIONS | 34 | 33 | 41 | 78 | 66 | 54 | | | | | | | 306 |
| HIGH SCHOOL EQUIVALENCY | 22 | 20 | 68 | 166 | 134 | 103 | | | | | | | 513 |
| HUMAN & FAMILY DEVELOPMENT | 6 | 5 | 6 | 8 | 4 | 12 | | | | | | | 41 |
| HUMANITIES | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | 0 |
| INTERDISCIPLINARY STUDIES | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | 0 |
| WEEKEND COLLEGE | 19 | 16 | 3 | 3 | 10 | 3 | | | | | | | 51 |
| LANGUAGE: CLASSICAL | 0 | 0 | 0 | 0 | 1 | 0 | | | | | | | 1 |
| ENGLISH | 0 | 1 | 1 | 7 | 7 | 3 | | | | | | | 19 |
| ENGLISH AS A SECOND LANGUAGE | 9 | 4 | 29 | 52 | 52 | 33 | | | | | | | 179 |
| MODERN | 5 | 3 | 2 | 3 | 13 | 8 | | | | | | | 34 |
| LAW | 2 | 2 | 5 | 6 | 4 | 6 | | | | | | | 25 |
| LIBRARY & INFORMATION SCIENCE | 1 | 0 | 0 | 3 | 0 | 1 | | | | | | | 5 |
| MATHEMATIC | 3 | 1 | 5 | 9 | 9 | 8 | | | | | | | 35 |
| NATURAL SCIENCES | 4 | 2 | 4 | 6 | 4 | 3 | | | | | | | 23 |
| OCCUPATIONAL TRAINING | 106 | 61 | 72 | 110 | 71 | 65 | | | | | | | 485 |
| PHYSICAL EDUCATION & RECREATION | 5 | 1 | 3 | 13 | 7 | 4 | | | | | | | 33 |
| SOCIAL SCIENCES & SOCIAL STUDIES | 9 | 4 | 9 | 10 | 5 | 4 | | | | | | | 41 |
| SPECIAL DEGREE PROGRAMS FOR ADULTS | 12 | 10 | 7 | 13 | 26 | 10 | | | | | | | 78 |
| SPEECH & READING | 6 | 7 | 2 | 7 | 14 | 6 | | | | | | | 42 |
| OTHER PROGRAMS | 8 | 7 | 25 | 36 | 29 | 14 | | | | | | | 119 |
| GENERAL INFORMATION | 33 | 18 | 30 | 58 | 34 | 10 | | | | | | | 183 |
| LIST OF SUBJECTS AVAILABLE | 21 | 12 | 89 | 187 | 126 | 56 | | | | | | | 491 |
| TOTALS | | | | | | | | | | | | | 3879 |

# Inventory Of
# Postsecondary Continuing Education
May 1973

New York City Regional
Center for Life-Long Learning

Regents Regional Coordinating Council
For Postsecondary Education in New York City
One Pace Plaza, New York, New York 10038

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# DEFINITION OF TERMS

1. Adults- persons beyond the age of compulsory school attendance or who have received a high school diploma or its equivalent.

2. Calendar year- one year beginning January 1 and ending on December 31. For example, calendar year 1973 is January 1 through December 31, 1973.

3. Continuing education- instruction sponsored by a post secondary educational institution for adults.

   a. Continuing education program - a planned sequence of courses designed for adults which leads to the award of a certificate, diploma, or an associate, bachelor's or higher degree. For example, Community College A offers a continuing education credit program in Advertising Art and Design, leading to an associate degree. School B offers certificates for a student's satisfactory completion of one to three years of a program of study in its Art Department and/or Clothing Contruction Department.

   b. Continuing education course - a minimum of ten hours of instruction in a particular subject. Some of these courses can meet the requirements of a certificate, diploma, or an associate, bachelor's or higher degree. For example, University C offers "Theory of Accounting", a course which may be taken by part-time students in the School of Continuing Education for credit towards an associate or bachelor's degree in business administration. Some courses do not meet the requirements for diplomas, certificates or degrees. For example, University D offers "Italian for the Traveler".

4. Designed for adults - instruction and related services offered by a postsecondary educational institution which considers the needs of adults. For examples, flexibility in time of program and course offerings and credit given for life experience.

5. Postsecondary educational institution - institutions recognized by nationally recognized regional or specialized accrediting agencies, or by the Board of Regents of the University of the State of New York to offer instruction to adults.

6. Subject - an organized body of knowledge less comprehensive than a subject-matter area. For example, history is a subject with social sciences/social studies as its subject-matter area.

   a. Subject-matter area - a grouping of related subjects under a heading. For example, mathematics can be the subject-matter area for the subjects algebra, arithmetic, and calculus.

## PART I: GENERAL INFORMATION ON CONTINUING EDUCATION PROGRAMS AND COURSES

General Instructions: Indicate on the sheets provided the requested general information concerning your institution's program and course offerings in continuing education.

Specific Instructions:

ITEM 1. Accreditation (a) Check all categories of accreditation which the New York State Education Department has approved for your institution. (b) List all regional and specialized accrediting agencies which recognize your institution, or specific programs within your institution.

ITEM 2. Clientele Indicate the clientele your programs and courses are to serve in calendar years 1973 and 1974. Examples: general public; senior citizens; homebound; lawyers.

ITEM 3. Offices assisting adult students List offices in your institution which assist adult continuing education students. Examples: admissions office; registrar's office; financial aid; counseling office.

ITEM 4. Additional information Provide any additional information not included in this questionnaire which in your judgment would be useful to adult students.

## PART I: GENERAL INFORMATION ON CONTINUING EDUCATION PROGRAMS AND COURSES

1. Accreditation

a. New York State Accreditation
(check all appropriate)

____Chartered Institution of Higher Education

____Degree-granting profit-making institution

____Institution registered under Section 52.22(c) of the Regulations of the Commissioner of Education

____Private Trade School licensed under Section 5001 of the State Education Law

____Correspondence School licensed under Section 5002 of the State Education Law

____Private Business Schools registered under Section 127 of the Regulations of the Commissioner of Education

____Specialized Schools registered under Section 129 of the Regulations of the Commisioner of Education

____Basic Professional Nursing Diploma Programs registered by the State Education Department

____Programs of Practical Nursing approved by the State Education Department

b. Accreditation by regional and specialized accrediting agencies (list).

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

2. Clientele

3. Offices assisting adult students

A. ( ) Ext.
(Name of Office) (Area code, telephone number, ext.)
(Street Address) (City, State, ZIP code)
(Function)

B. ( ) Ext.
(Name of Office) (Area code, telephone number, Fxt.)
(Street Address) (City, State, ZIP code)
(Function)

C. ( ) Ext.
(Name of Office) (Area code, telephone number, Ext.)
(Street Address) (City, State, ZIP code)
(Function)

D. ( ) Ext.
(Name of Office) (Area code, Telephone number, Ext.)
(Street Address) (City, State, ZIP code)
(Function

E. ( ) Ext.
(Name of Office) (Area code, Telephone number, Fxt.)
(Street Address) (City, State, ZIP code)
(Function)

F. ( ) Ext.
(Name of Office) (Area code, Telephone number, Ext.)

Street Address) (City, State, ZIP code)

____________________________________________

(Function)

4. Additional information

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

## PART II: LISTING OF CONTINUING EDUCATION PROGRAMS

General Instructions: Indicate on the Program Sheets provided the requested information concerning your institution's continuing education programs, which are defined, for the purposes of this questionnaire as "planned sequences of courses designed for adults which lead to the award of a certificate, diploma, or an associate, bachelor's or higher degree". List one program per Program Sheet. If additional sheets are necessary, you may contact the Project Staff, or reproduce from the original forms.

Specific Instructions:

ITEM 1. Legal name of sponsoring institution. See ITEM 10 for information on the administrative unit which offers the program.

ITEM 2. Full title of program. Indicate full title of program.

ITEM 3. Award conferred. Indicate exact award or awards conferred for completion of the program.

ITEM 4. Program sequence. Based on the current calendar year, indicate: (1) how many times a year the program is offered, and (2) approximate date(s) instruction commences. Example: Twice a year - September and February.

ITEM 5. Length of program. Indicate length of program in terms of instructional hours, days, weeks, months, quarters, semesters, years, etc. Examples: Dental Assistant - 12 weeks; Oceanography - 4 years.

ITEM 6. Attendance options. Indicate when courses required for completion of the program may be taken. Note: "evening" attendance is generally defined as beginning after 5 p.m.

ITEM 7. Total tuition and administrative fees. Select a single amount (expressed in whole dollars) which is most appropriately representative of the total cost of tuition and administrative fees required for the program. Include all fixed sum charges which are required of the average student. If the charges vary, estimate the average total cost. Do not include any charges which are clearly optional.

For example, Institute F has a Basic Studies Program which students generally complete in four semesters. Its current tuition and fee schedule is as follows:

| | |
|---|---|
| Tuition for one evening a week during the Fall, Spring, or Summer Term | $100.00 |
| Tuition for one evening a week during the Fall and Spring Terms | 190.00 |
| Tuition for two evenings a week any term | 190.00 |
| Registration and membership fee for new students | 10.00 |
| Registration fee for returning students | 2.50 |

Since the average student at Institute F completes the program in four semesters, the total tuition and fee charges are $495.00, as shown below:

| | |
|---|---|
| Registration and membership for new students | $ 10.00 |
| Tuition for one evening a week during the Fall and Spring Terms | 190.00 |
| Returning Student registration fee | 2.50 |
| Tuition for two evenings a week during Fall Term | 190.00 |
| Returning student registration fee | 2.50 |

| | |
|---|---|
| Tuition for one evening a week during Spring Term | 100.00 |
| Total Tuition and Fees for Program | $ 495.00 |

ITEM 8. Other Cost. Indicate in whole dollar amounts any additional costs, and specify what they are for. Examples: laboratory fees, books, equipment and supplies, etc.

ITEM 9. Minimum education prerequisite for admission. Indicate minimum education prerequisite for admission program.

ITEM 10. Administrative unit offering program. Indicate administrative unit of your institution which is responsible for the offering of the program.

ITEM 11. Suggested contact person. Indicate suggested contact person or persons to whom an adult may be referred for further information on the program.

ITEM 12. Respondent. This information is necessary for purposes of clarification or follow-up by the Project Staff.

## PART II: LISTING OF CONTINUING EDUCATION PROGRAMS

1. ______________________________
(Legal name of sponsoring institution)

2. ______________________________
(Full title of program)

3. ______________________________
(Award(s) conferred)
______________________________

4. ______________________________
(Program Sequence)
______________________________

5. ______________________________
(Length of program)

6. (Attendance options) (Check all appropriate):

Full-time
__Day __Evening __Saturday/Sunday __Other(Specify)__

Part-time
__Day __Evening __Saturday/Sunday __Other(Specify)__

7. ______________________________
(Total tuition and administrative fees)

8. ______________________________
(Other costs) (Specify)

9. (Minimum education prerequisite for admission) (Check all appropriate:

__None __Completion of eighth grade __Two years of high school __High school diploma or equivalent __Other (Specify)

10. (Administrative unit offering program);

______________________________
(Full name of unit) (Area code, Telephone number, ext.)

______________________________
(Street address) (City, State, ZIP code)

11. (Suggested contact person):

______________________________
(Full name) (Title) (Area code, telephone number, ext.)

(Street address) (City, State, ZIP code)

12. (Respondent):

(Full name) (Title) (Area code, telephone number, ext.)

(Street address) (City, State, ZIP code)

## PART II: LISTING OF CONTINUING EDUCATION PROGRAMS

1. (Legal name of sponsoring institution)

2. (Full title of program)

3. (Award(s) conferred)

4. (Program Sequence)

5. (Length of program)

6. (Attendance options) (Check all appropriate):

Full-time
__Day __Evening __Saturday/Sunday __Other(Specify) _____

Part-time
__Day __Evening __Saturday/Sunday __Other(Specify) _____

7. (Total tuition and administrative fees)

8. (Other costs) (Specify)

9. (Minimum education prerequisites for admission) (Check all appropriate):

__None __Completion of eight grade __Two years of high school

__High school diploma or equivalent __Other (Specify)

10. (Administrative unit offering program):

(Full name of unit) (Area code, telephone number ext.)

(Street address) (City, State, ZIP code)

11. (Suggested contact person):

(Full name) (Title) (Area code, telephone number, ext.)

(Street address) (City, State, ZIP code)

12. (Respondent):

(Full name) (Title) (Area code, telephone number, ext.)

(Street address) (City, State, ZIP code)

## PART II: LISTING OF CONTINUING EDUCATION PROGRAMS

1. ________________________________________
(Legal name of sponsoring institution)

2. ________________________________________
(Full title of program)

3. ________________________________________
(Award(s) conferred)
________________________________________

4. ________________________________________
(Program Sequence)
________________________________________

5. ________________________________________
(Length of program)

6. (Attendance options) (Check all appropriate):

Full-time
__Day __Evening __Saturday/Sunday __Other(Specify) _____

Part-time
__Day __Evening __Saturday/Sunday __Other(Specify) _____

7. ________________________________________
(Total tuition and administrative fees)

8. ________________________________________
(Other costs) (Specify)

9. (Minimum education prerequisites for admission) (Check all appropriate):

__None __Completion of eighth grade __Two years of high school

__High school diploma or equivalent __Other (Specify)

10. (Administrative unit offering program);

________________________________________
(Full name of unit) (Area code, telephone number ext.)

________________________________________
(Street address) (City, State, ZIP code)

11. (Suggested contact person):

________________________________________
(Full name) (Title) (Area code, telephone number, ext.)

________________________________________
(Street address) (City, State, ZIP code)

12. (Respondent):

__________________________________________________________
(Full name) (Title) (Area code, telephone number, ext.)

__________________________________________________________
(Street address) (City, State, ZIP code)

## PART III: LISTING OF CONTINUING EDUCATION COURSES

General Instructions: This section concerns your institution's courses in continuing education. These courses are defined as a minimum of ten hours of instruction in a particular subject. Generally, these courses are not part of a degree program and are offered by a School of General Studies, School of Continuing Education, or a similar academic unit. Example: University X offers courses in marketing as part of its Bachelor of Business Administration degree. University X's School of Continuing Education offers a course, "Marketing for the Small Businessman". For the purposes of this questionnaire only "Marketing for the Small Businessman" would be listed as a continuing education course.

Specific Instructions: Write in the subject matter area and subject codes (as indicated on pages 15-17) for each course using your institution's catalogs or brochures containing continuing education course offerings for the calendar years 1973 and 1974.

Example: Typical Catalog Item

02.01 INTRODUCTION TO BOOKKEEPING

Ten Sessions: $25

Code T30: Tuesdays, 5:50 to 7:50 p.m.
March 20 to May 29

Designed for persons with no prior knowledge of bookkeeping. Fundamentals of record keeping will be covered, including columnar work, journals, ledgers and basic financial statements.

Using the Subject Matter Area and Subject Codes, select the appropriate code numbers and write these numbers in the margin of the catalog. In the above example, the 02 is the Business (Subject Area) and the .01 is the Accounting and Bookkeeping subject.

# SUBJECT MATTER AREA AND SUBJECT CODES FOR LISTING OF CONTINUING EDUCATION COURSES

| | |
|---|---|
| 01.00 | Art |
| 01.01 | Crafts |
| 01.02 | Dance |
| 01.03 | Dramatic Art |
| 01.04 | Gallery and Studio Visiting |
| 01.05 | History, Theory, Appreciation |
| 01.06 | Music |
| 01.07 | Studio Art |
| 01.08 | Studio Techniques |
| 01.99 | Other |
| 02.00 | BUSINESS |
| 02.01 | Accounting and Bookkeeping |
| 02.02 | Airline Service Training |
| 02.03 | Banking |
| 02.04 | Business Administration |
| 02.05 | Business Communication |
| 02.06 | Business Law |
| 02.07 | Commerce and Finance |
| 02.08 | Court Reporting |
| 02.09 | Economics |
| 02.10 | Electronic Data Processing and Computer Operations |
| 02.11 | Food Service and Restaurant Management |
| 02.12 | Hotel and Motel Management |
| 02.13 | Insurance and Risk |
| 02.14 | Marketing |
| 02.15 | Office Practice |
| 02.16 | Personnel Management and Supervision |
| 02.17 | Production Processes and Control |
| 02.18 | Real Estate |
| 02.19 | Transportation |
| 02.99 | Other |
| 03.00 | CIVIL SERVICE |
| 03.01 | Preparation for Civil Service Exams |
| 03.99 | Other |
| 04.00 | TEACHER EDUCATION |
| 04.01 | Education, General |
| 04.02 | Educational Administration |
| 04.03 | Educational Psychology |
| 04.04 | Elementary Education, General |
| 04.05 | Higher and Adult Education, General |
| 04.06 | History and Philosophy of Education |
| 04.07 | Remedial Education |
| 04.08 | Secondary Education, General |
| 04.09 | Special Education |
| 04.99 | Other |
| 05.00 | ENGINEERING AND TECHNOLOGY |
| 05.01 | Aeronautical Engineering |
| 05.02 | Automotive Engineering |
| 05.03 | Biomedical Engineering |
| 05.04 | Civil Engineering |
| 05.05 | Communication: Engineering |
| 05.06 | Computer Engineering Technology |
| 05.07 | Environmental Engineering |
| 05.08 | Heat Engineering |
| 05.09 | Materials Engineering |
| 05.10 | Mechanical Engineering |
| 05.11 | Optical Engineering |
| 05.12 | Steam Engineering |
| 05.13 | Structural Engineering |
| 05.99 | Other |
| 06.00 | ENGLISH LANGUAGE |
| 06.01 | English as a Second Language |
| 06.02 | Literature(includes Poetry, Drama, etc.) |
| 06.03 | Skills |
| 06.04 | Speech |
| 06.05 | Writing |
| 06.99 | Other |
| 07.00 | HEALTH AND SAFETY |
| 07.01 | Health Education |
| 07.02 | Safety Education |
| 07.99 | Other |

## SUBJECT MATTER AREA AND SUBJECT CODES FOR LISTING OF CONTINUING EDUCATION COURSES

| | |
|---|---|
| 08.00 | HEALTH PROFESSIONS |
| 08.01 | Chiropractic |
| 08.02 | Dentistry |
| 08.03 | Hospital Administration |
| 08.04 | Medical, General |
| 08.05 | Mental Health |
| 08.06 | Nursing |
| 08.07 | Ophthalmology |
| 08.08 | Pharmacy |
| 08.09 | Rehabilitation |
| 08.10 | Speech Pathology and Audiology |
| 08.11 | Veterinary Medicine |
| 08.99 | Other |
| 09.00 | HIGH SCHOOL EQUIVALENCY |
| 09.01 | Preparation for examination |
| 09.99 | Other |
| 10.00 | HUMAN AND FAMILY DEVELOPMENT |
| 10.01 | Child Development |
| 10.02 | Cognitive Development |
| 10.03 | Consumer Education |
| 10.04 | Early CHildhood Education |
| 10.05 | Family and Community Planning and Decision Making |
| 10.06 | Family Relationships |
| 10.07 | Housing |
| 10.08 | Social and Personality Development |
| 10.99 | Other |
| 11.00 | LANGUAGES |
| 11.01 | Classical |
| 11.02 | Modern |
| 11.99 | Other |
| 12.00 | LAW |
| 12.01 | Business Law |
| 12.02 | Consumer Law |
| 12.03 | International Law |
| 12.04 | Landlord and Tenant |
| 12.05 | Law Enforcement, Correctional Practices and Security |
| 12.06 | Law for the Layman |
| 12.99 | Other |
| 13.00 | LIBRARY AND INFORMATION SCIENCE |
| 13.01 | Library & Information Science, General |
| 13.99 | Other |
| 14.00 | MATHEMATICS |
| 14.01 | Algebra |
| 14.02 | Arithmetic |
| 14.03 | Calculus |
| 14.04 | Geometry |
| 14.05 | New Math |
| 14.06 | Slide Rule usage |
| 14.07 | Statistics |
| 14.08 | Trigonometry |
| 14.99 | Other |
| 15.00 | NATURAL SCIENCES |
| 15.01 | Anatomy |
| 15.02 | Astrology |
| 15.03 | Bacteriology |
| 15.04 | Biology |
| 15.05 | Botany |
| 15.06 | Chemistry |
| 15.07 | Geology |
| 15.08 | Metallurgy |
| 15.09 | Navigational Science |
| 15.10 | Oceanography |
| 15.11 | Physics |
| 15.12 | Physiology |
| 15.13 | Zoology |
| 15.99 | Other |
| 16.00 | PHYSICAL EDUCATION AND RECREATION |
| 16.01 | Appreciation of Sports |
| 16.02 | Individual Sports |
| 16.03 | Leisure Time Pursuits |
| 16.04 | Recreation and Park Management |
| 16.05 | Team Sports |
| 16.99 | Other |

# SUBJECT MATTER AREA AND SUBJECT CODES FOR LISTING OF CONTINUING EDUCATION COURSES

| | |
|---|---|
| 17.00 | READING |
| 17.01 | Improvement in Comprehension |
| 17.02 | Speed Reading |
| 17.99 | Other |
| 18.00 | SOCIAL SCIENCES/ SOCIAL STUDIES |
| 18.01 | Archaeology |
| 18.02 | Anthropology |
| 18.03 | Consumer Education |
| 18.04 | Community Participation |
| 18.05 | Current Events |
| 18.06 | Drug Education |
| 18.07 | Ecology, Conservation, Environment |
| 18.08 | Economics |
| 18.09 | Ethnic Studies |
| 18.10 | Futurology |
| 18.11 | Geography |
| 18.12 | History |
| 18.13 | International Affairs |
| 18.14 | Philosophy |
| 18.15 | Political Science |
| 18.16 | Psychology |
| 18.17 | Religion |
| 18.18 | Social Work |
| 18.19 | Sociology |
| 18.20 | Urban Problems |
| 18.21 | Women's Studies |
| 18.99 | Other |
| 99.00 | OTHER SUBJECT MATTER AREAS |

## Funding

Funds for the operation of the Center came from grants of federal funds under the Higher Education Act of 1965, Title I: "Community Services in Continuing Education, " Administered by the New York State Education Department.

Table I summaries the federal funds and the local matching contributions.

Table I

| | Federal Funds | Matching Funds | Total |
|---|---|---|---|
| FY1973-74 | 115,632 | *23,985 | |
| Project #<br>72-161-008 | | **32,148 | 171,765 |
| FY1974-75 | 75,000 | *18,203 | |
| Project #<br>74-161-007 | | **26,600 | 119,803 |
| FY1975-76 | 51,335 | *18,589 | |
| Project #<br>75-161-012 | | **17,096 | 87,020 |
| FY1976-77 | 41,354 | ***10,066 | |
| Project #<br>76-016-003 | | **16,900 | 68,320 |
| Totals | 283,321 | 163,587 | 446,908 |

*Pace University

**Regents Regional Coordinating Council For Postsecondary Education in New York City

***City University of New York

NY
AEC

IN RECOGNITION OF
OUTSTANDING CONTRIBUTIONS TO
ADULT EDUCATION IN NEW YORK CITY
**The New York Adult Education Council**
IS PLEASED TO CITE

N.Y.C. Regional Center for Life-Long Learning

THIS CITATION PRESENTED AT
THE ANNUAL
WINIFRED FISHER AWARD LUNCHEON
1977